

# The South-Central Bulletin

Vol. XVIII, No. 1

THE SOUTH-CENTRAL MODERN LANGUAGE ASSOCIATION

February, 1958

## S-CMLA OFFICERS

The new officers of the S-CMLA elected at the Fourteenth Annual Meeting, are: Cecil G. Taylor, President; Autrey Nell Wiley, Vice-President; Joan E. Ciruti, Secretary-Treasurer; J. Wesley Thomas, Program Chairman; Raphael Levy, French, and Lowell Dunham, Spanish, members of the Executive Committee. William F. Smith and Joseph Cohen continue as Editor and Business Manager, respectively, of the *Bulletin*. Other members of the Executive Committee are: Ernest E. Leisy, Past President; Martin Shockley, American Literature; and Raymond W. Tinsley, German.

According to the Constitution, March 15 is the dead line for submission of names to fill offices and vacancies on the Executive Committee and on the staff of associate editors for 1958-59.

## THE SCHILLER BICENTENNIAL

In the first section meeting at the Dallas convention on October 25th, Dr. Carl Hammer (L.S.U.), Chairman of German II, called attention to the fact that the 200th anniversary of Schiller's birth would be celebrated on November 10, 1959 and that it was necessary for the Germanic group in the S-CMLA to plan for fitting commemoration of this occasion in our organization.

On motions by Profs. Krumpelmann (L.S.U.) and Jordan (S.M.U.) it was resolved that a committee consisting of the 1957-1958 chairmen of the three German sections of S-CMLA and additional representatives of the various regions and institutions be named as the membership of this Schiller committee.

On the following day, after the new section chairmen had been elected; viz: Eichholz (U. of Okla.), German II; Shaw (U. of Texas), German III; Hale (Rice), German I; the group proceeded to complete the committee by elections held at the meeting of Section I, Prof. W. Dunnington (Northwestern La), presiding. Elected were Profs. Albrecht (Tulane), Chairman; Rheder (U. of Texas), vice chairman; Jordan (S.M.U.); Neumann (U. of Houston); Tinsley (U. of Mississippi); Thomas

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## FORD GRANT TO MLA

### BASIC ISSUES IN THE TEACHING OF ENGLISH

The Ford Foundation, on 8 January 1958, granted \$25,000 to the Modern Language Association in order that it might, in cooperation with the National Council of Teachers of English, the College English Association, and the American Studies Association, hold a series of conferences to investigate, clarify, and define basic issues and problems in the teaching of English in American schools and colleges, and to suggest means for possible improvements. The dates for three conferences have been set in January, April, and June 1958. Professor Albert H. Marckwardt, Department of English, University of Michigan, will chair them.

### ASA OF LOWER MISSISSIPPI

The third annual meeting of the American Studies Association of the Lower Mississippi was held on the campus of Tulane University in New Orleans on Friday evening and Saturday morning, November 22 and 23, 1957. In the number attending from Arkansas, Louisiana, and Mississippi, in the enthusiasm manifested among those taking part, and in the results obtained, this was the most successful meeting that ASALM has had.

Prior to the program proper, members and their wives and guests were entertained at a cocktail party in the home of Mr. and Mrs. Warren Roberts of Newcomb College, and at an Association banquet in the Tulane Commons. The program was developed under the leadership of Professor William L. Kolb of the Newcomb Department of Sociology, president of the Association, and of Donald R. Ellegood, director of the Louisiana State University Press, vice-president and program chairman.

At the Friday evening session in the auditorium of Dixon Hall, about 500 persons heard Professor David Riesman of the Department of Sociology at the University of Chicago deliver a brilliant address on "Suburbia and the Future of Leisure." His speech was the keynote of a program devoted to the examination of

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## THE MLA AND THE HUMANITIES; THE PRESENT AND NEAR FUTURE

Excerpts from the banquet speech delivered by Mr. George Winchester Stone at the Fourteenth Annual Meeting of the S-CMLA in Dallas, October 25, 1957.

The stimulating hand of the past, in the shape of Emerson's "American Scholar" address at Harvard in 1837, lies, even a century and a quarter after the event, on the shoulder of every one who presumes to address a group such as this one. Speaking in a relatively peaceful world, and fired with his hope for the humanities in this country, he suggested, as you will remember, that "the time is already come when the sluggish intellect of this continent will look from under its iron lids, and fill the postponed expectation of the world with something better than the exertions of mechanical skill." . . .

Well, here we sit 120 years later. . . . What have American Scholars done? Next year, Christmas of 1958, one group of them in the Modern Language Association of America will celebrate their diamond jubilee, the seventy-fifth year of the Society's existence. The Association has produced, in its Publications, 70,000 pages of scholarship. What articles in that assemblage of papers have changed the face of humanistic thinking? What ones have been printed again and again to transmit their impact again and again upon the young and coming scholarly minds in the interim? . . . It would be a good cast to have each of the 60 Group and Section chairman in the organization for the 1958 meeting review those pages of American scholarship and report the articles that tower above time and which should be anthologized. Something just might turn up, much might not. . . .

It is the prevailing fashion of our day to call ourselves humanists, rather than antiquarians, scholars, or teachers, and the term humanist does carry with it a connotation we delight in, a rich sense of understanding, of knowledge tempered by feeling of wisdom, of value, of dedication, and of deep-rootedness. . . . We love to quote our Terence, "I am

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## THE SOUTH-CENTRAL BULLETIN

This is the official publication of the South-Central Modern Language Association and is now published in New Orleans, La. Subscriptions, which are \$1.00 for the year (October to October), should be sent to Joan Ciruti, The University of Oklahoma, Norman, Oklahoma.

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## PRESIDENTIAL REMARKS

ERNEST E. LEISY

Our organization is of course concerned with making discoveries in our various fields, and I think it has through the years succeeded in making some very important additions to our common body of knowledge. Someone has defined an institution of higher learning as a place, an atmosphere, and a tradition. It is a place where one has the freedom to learn. It is an atmosphere for the thoughtful discovery of new truths. As a tradition our learning roots in the riches of the past, but it also validates new truths in harmony with older truths. Cardinal Newman regarded the work of a university as three-fold: It exists for the preservation of knowledge; for the transmission of knowledge; and for the advancement of knowledge. His ideas here are as valid today as when they were written. Higher education is an enduring foundation for the liberal promotion of all useful knowledge; it exists also for the encouragement of research; it contributes further to the advancement of scholars, who by their excellence advance knowledge wherever they

dwell. The liberally educated man or woman is articulate in speech and in writing and he publishes research from time to time. As a scholar he has a sense of perspective in interpreting knowledge, never forgetting that he is a part of an organic system of interrelated knowledge, and he realizes that an attitude of mere conformity may well endanger the humanities which we profess. Capacity to reason and to reflect should certainly characterize him. Modern education has three chief aims it seems to me. First, to be explorers, if not discoverers of knowledge; second, to be leaders in initiative and diligence; and third, to reflect a taste for enjoying intellectual pleasures instead of depending on more vocational satisfactions.

The humanities are those studies in which we try to understand the minds and the emotions of men in all times and places. They register, codify, and evaluate human phenomena. For academic convenience we organize these studies into languages and literatures, philosophy and religions, history, several arts, and the like. Our most significant decisions are emotional, aesthetic, intuitional. In a rapidly shrinking world we live amid differently patterned civilizations: Western, Islam, Indian, Slavic, Far Eastern, all trying to accommodate themselves to a very crowded stage. Already there are as many Russians as Americans, twice as many Indians, and three times as many Chinese. Should we not learn some of the Oriental languages? There is danger in our ignorance of the life and thought of great areas of the world in which history has begun to march anew. This problem is too important to be left to the politicians. It requires the vicarious experience of the historian, the logic of the philosopher, and the constructive imagination of the creative humanities. For their solution our techniques are rudimentary, trained personnel is almost non-existent, and human beings recalcitrant. Yet the humanities are the best means of spiritual enrichment for our society as a whole.

Can the humanities be made adequate to cope with the problems we have just outlined? We are handicapped by large classes, too large classes, of indifferent students, and by heavy teaching and administrative duties. Is an indifferent person adept at some minor technology like home economics, business admini-

stration, or physical education, illiterate in our own language, inarticulate in any other, practically devoid of history or mathematics, unacquainted with great ideas that make or destroy his civilization worth the \$15,000 of anybody's money? Without the humanities there can be no education, only training of a rather superficial sort!

Without vision the people perish. Most of this vision has come through the humanities. Up to the seventeenth century the humanities were not particularly democratic. Even today for the vast majority enjoying life is secondary to earning a living. "To make a fast buck" is the slogan of our youth. The social life of the fraternities and the hero-worship of athletes has eclipsed the role of the humanities. Instead of self-expression, lucidity, precision, brevity we hear such jargon as, "I'll contact you to finalize the agreement," or "Familial sociatality is already a settled question biologically, structured in our inherited bodies and physiology, but the answer to these other questions are not yet safely and irrevocably anatomized." Unless this sloppy talk is not stopped promptly this business will contaminate the whole blooming familial sociatality! Gobbledegook may be left to the educationists and sociologists, but we had better all be prepared for the new scholasticism or there will be no relevance or direction in what we say. The average level of education in America today is higher than ever before; the average level of foolishness is also higher.

Now that I have retired from teaching I have had time to look over a number of college catalogs. Since the educationists insist on running our public schools I have been interested in their offerings. One college has seventy-four courses in Education; another has fifty-two; a third has ninety-two such courses. Practically all of these, no matter how numbered, are courses in methods, not in substance. There seems to be an attempt to make teaching a science, when of course it is an art! Let us stick to fundamentals! Well, where did you get *your* method of teaching? Isn't it a combination of the methods of those teachers who best fitted your personality? I want to recommend three useful books for any teacher. One is *The Art of Teaching* by Gilbert Higet; another is *The Teacher in*

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## REMARKS

*America* by Jacques Barzun; and I think you would find Arthur Bestor's *Educational Wastelands* an excellent third. You can get these fine books for less than a dollar each, and they make sense, whereas books recommended by the "educators" are full of incomprehensible jargon and nonsense. Mark my words: we are going to have to be more aggressive than we have been toward the so-called "educators." They have been lobbying for all sorts of concessions while we attended to our knitting.

It is pretty certain that higher education in the next generation will differ considerably from the present. A definite revitalization is required if we are to stimulate the twenty percent of our population capable of higher accomplishment. Overproduction needs to be halted and underworked fields need to be explored. A degree without languages and literatures, philosophy and religion history and several arts is but the husks of an education. A new library, laboratory, or classroom can be erected in a year; creating a new college teacher takes ten years, and then you are lucky if you get a good one. Our national security and welfare demands informed, tolerant, urbane individuals now more than ever.

It is welcome news that foreign language requirements are rising. More and more of our people will have to transact business with other nations around the world, including the Orient. The purpose of the study of a foreign language is to get thought out of it and to frame thought in it. We need thorough language teaching at all levels. We don't really begin early enough! In my opinion it is more important to converse in another language than to memorize a hundred irregular verbs. What good is a patch if you haven't a pair of britches on which to sew the patch? It is not enough to spend four years skirting knowledge, grazing on the tragedies of life as interpreted by moving pictures, the radio, or television distortions for twelve-year olds, prepared by main-chance boys, coddled and nourished on pills prepared by quacks for senile consumption. Instead, the intelligent humanist can prove that individuality, with its dignity and freedom, can really liberate. But we need to keep our shirts on, and we must work up a right smart lather!

Ernest E. Leisy

## PRESIDENT'S CORNER

## PRACTICAL EDUCATION

A friend of mine in business and I were recently entertaining the question as to why, with Latin enrollment in secondary schools being high and second only to that in Spanish, so few students now study Latin in college. We concluded that the explanation lies in large part in the stronger and more widespread social and vocational purposes that prompt students to attend college. Having satisfied the educational demand of a certain social climate with two years of high school Latin, why go further with the subject in college? It is time to turn attention to "studies" more prestigious socially or more promising vocationally.

If there is some validity in these observations and in the assumptions underlying them, they may possibly suggest a profitable direction for thought and action on the part of college teachers of English and modern foreign languages. Haven't leaders in business and industry pleaded louder and more than ever in the past few years for students capable of clear written expression? Haven't these same voices clamored for young people who understand people? Professors in the Humanities have observed that other academic areas lay an almost exclusive claim to expertness in human relations. Hasn't all the Sputnik noise raised the study of foreign languages to the level of importance of technical studies? Can it not still be argued and demonstrated that there is genuine social value in clear, careful self-expression and in literary and philosophic understanding?

I would suggest that, however naive and benighted the college motivation of our young wards may seem to be, an incomparable opportunity is afforded us today to share with these young people—and with their parents—our conviction of the life values of humanistic study—of English language and literature, of foreign languages and literatures—and these not to the neglect of music, art, history and philosophy. Through our own study of language and literature, our insights into minds and our understanding of personal motivations should be out of the ordinary. Our powers of persuasion should be great. If our personal studies have created some genuine enthusiasm in us, these could hardly fail to be contagious.

Society is not something outside and apart from us who are of the academic profession; we are a part of it, and our influence in shaping it can and should be disproportionate to our numbers.

We can show that our studies are fundamentally the most practical. We can convince that they have the highest true social value. We might start by a campaign to discard the old fallacy so long and so widely proclaimed that high school preparation for college is by that very fact not preparation for life. What better, what more practical preparation for life or college than a heightened degree of literacy? If we would make the point, however, we must bring our persuasive powers to bear outside the S-CMLA. We are already persuaded. Can we of the S-CMLA persuade others? It is both a critical and an auspicious moment to make an even greater effort to do so.

Cecil G. Taylor....

December 31, 1957

## COMPARATIVE LITERATURE

The English Department and the Division of Foreign Languages and Literatures of the University of Arkansas are offering in cooperation the degree of Master of Arts in Comparative Literature. The course of study leading to this degree is designed to meet the needs of those who plan to teach in two or more separate areas of language and literature as well as the needs of those who plan to teach general courses in World Literature.

## THESES IN THE MAY ISSUE

The titles of all unlisted theses which arrive before April 15 will be published in the May issue. Department heads are asked to remind their graduate deans to send in their lists of titles in the style used previously in the *Bulletin*.

## FOREIGN BOOKS AND PERIODICALS

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## FORD GRANT

the problems and opportunities in the development of suburbs in America. Questions from the audience kept Dr. Riesman occupied for an hour after his address.

At the first Saturday morning session in the Browsing Room of the Tulane library, Professor Harold N. Lee presided over a series of formal papers concerning Suburbia. These papers were interdisciplinary; the first was sociological, the second literary, the third aesthetic. Professors Thomas Ktsanes and Leonard Reissman of the Tulane Department of Sociology presented "Suburbia—New Homes for Old Values." Professor Cresap Watson of the L. S. U. Department of English read on "Literature and Suburbia." And Dan S. Martin, City Planning Consultant of New Orleans, presented "Something's Missing in Suburbia."

At the second Saturday morning session, after a coffee break, Dr. Riesman moderated a lively and interesting panel discussion on "The New Suburbia." Members of the panel included Professor Harry M. Campbell of the Department of English at the University of Mississippi, Dean and Vice-President Clifton L. Ganus, Jr., of Harding College, Professor Kolb, and Professor Buford L. Pickens, Director of Campus Planning at Washington University. The discussion was notable for audience participation.

The excellence of the meeting was made possible by generous grants and aid from the National Office of the American Studies Association and from Dean Robert M. Lumiansky of the Tulane Graduate School. A sign of its success was the application of fourteen persons for membership in ASA.

The new officers are as follows: president, John H. Allen, Dean of the Basic College, Mississippi Southern; vice-president, Harry M. Campbell; secretary-treasurer, Scott C. Osborn, Department of English, Mississippi State. Members of the Executive Committee include Richard P. Adams (English, Tulane), Joseph O. Baylen (History, Mississippi State), William C. Doster (English, Ouachita), Rudolf Heberle (Sociology, L. S. U.), and Cresap Watson (English, L. S. U.). Ex officio members include Professor Kolb and Mr. Ellegood. The 1958 meeting is tenta-

tively set for next October in Hattiesburg with Mississippi Southern College as host.

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## ASA OF TEXAS

More than 100 professors attended the meeting of the American Studies Association of Texas at North Texas State College on December 7, 1957. After Registration (and coffee) visitors were welcomed to NTSC by Carl Matthews, President, who pointed out the need for ASA as a balancing influence against impending demands for increased emphasis upon scientific training at the expense of general cultural education in humanities, social sciences, and arts.

Don Weismann, Professor of Art, University of Texas, presided over a program on the theme: "We Hold These Truths." Winfred E. Garrison, Professor of Religion and Philosophy, University of Houston, spoke on "Created Equal," which he held to be fundamentally a religious concept. Speaking on "Unalienable Rights," Jerre Williams, Professor of Constitutional Law, University of Texas, cited four recent Supreme Court decisions upholding civil rights, each of which he asserted, was misrepresented by the press. Ernest E. Leisy, Emeritus Professor of American Literature, Southern Methodist University, and immediate past President S-CMLA, spoke on "The Pursuit of Happiness," pointing out that the American concept of happiness differs from others in being essentially a concept of activity.

Luncheon was followed by a program of American Folk Songs presented by the School of Music, NTSC, and an address by Floyd Stovall, Edgar Allan Poe Professor of English, University of Virginia, on "Jefferson and The American Idea in Education." Hudson Long, Professor of English, Baylor University, President of the American Studies Association of Texas, presided over the Luncheon and the Business Session which followed. Hennig Cohen, Executive Secretary of the ASA brought greetings from the National Office.

Officers elected for 1958 are: President, Martin Shockley, NTSC; Vice-President, Jack Spratt, Southern Methodist University; Secretary-Treasurer, Gordon Mills, University of Texas. The Association voted to hold its 1958 meeting at the University of Texas.

## SCHILLER

(Arkansas). This committee will be increased next Autumn by adding those persons who are elected section chairman at the Tulsa meeting.

The Schiller Bicentennial Committee requests all interested colleagues, especially those in the Department of German and Comparative Literature, to consider the following topics, themes, and other projects for individual or cooperative efforts:

1. Schiller in America, a Survey of scholarly and popular works in the United States.
2. Schiller and Non-Western Literatures.
3. Schiller—Celebrations, Monuments, Streets, Buildings, and other place-names in the U. S. or any section thereof.
4. Schiller, the Poet of Democracy.
5. The issuing of a Schiller memorial volume.
6. The invitation of an internationally known Schiller authority to lecture in Houston in 1957 and in other places.
7. A collection of funds for the erection of a Schiller monument, to be erected in the South.

Please communicate with Prof. Erich A. Albrecht (Newcomb College) concerning these or related topics which may constitute the basis for discussion of the matter at the next S-C MLA meeting.

It is hoped and expected that the South Central will be as successful in its commemoration of the Schiller Bicentennial as it was with the Goethe celebration in 1949.

## 1954-1957: A SUMMARY

Reviewing the affairs of the Association during my three years as your Secretary-Treasurer, I may say that we have grown in both receipts and disbursements. Total receipts on October 21 were \$35.90 lower than those reported for October 26 one year past, but with one exhibit fee of \$25.00 deposited after the bank's statement was made and with five more exhibit fees due before the close of our fiscal year on October 31, we may hope for a gain in receipts over those of 1955-56.

Our balances have grown from \$1,587.16 in 1954-55 to \$2,062.06 in 1955-56 and to \$2,439.59 this year. Of course, our disbursements have grown also: \$706.16 in 1954-55; \$1,203.00 in 1955-56; \$1,264.47 on October 21 and \$1,273.14 on October

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## MLA

human, and anything that touches humanity touches me." Anything, mind you! And even when writing learnedly on an 18th-century actor's restoration of three exact words of Shakespeare in his prompt copy we take pleasure in rationalizing with Walter Pater, "The essence of humanism is the belief that *nothing* which has ever interested living men and women can wholly lose its vitality—no language they have spoken, nor oracle beside which they have hushed their voices, no dream which has once been entertained by actual human minds, nothing about which they have ever been passionate or expended time and zeal."

I sat at table last spring at the 50th anniversary dinner of the Classical Association of the Atlantic States. Next to me sat two professors who engaged each other in animated conversation during the whole meal—about six cases of faulty syntax in Terence, and theories concerning the emergence of the imperfect tense in Latin. These topics meant, and meant vitally to them. They are scholars and humanists, slightly wanting in small talk, to be sure, but scholars and humanists by ancient definition.

I listened a week earlier, at an annual convocation of the NYU Law School to Howard Mumford Jones, while he lectured on Henry Fielding, Lawyer and Justice. And there was humanism on display, as Professor Jones communicated to 300 potential lawyers the innate sense of justice that runs through the whole of Fielding's novels and Fielding's plays. . . .

I participated in an all-day conference a week later on the subject of foreign languages and American Business. There sat a handful of teachers, our colleagues, all humanists, and there sat representatives from U. S. Steel, Creole Petroleum, Sears Roebuck, Sterling Drugs, RCA, Westinghouse International, and the like. The teachers in orderly procession laid out the problems of learning foreign languages in the national interest, and the business men discussed the problems from the point of view of their own needs. What emerged, interestingly enough, was a real sense of humanistic interest on the part of the business representatives. In case after case they spoke of the genuine need in their fields to train up a generation of men and women who would feel no "culture shock" in passing from the United States to Venezuela, or

Brazil, persons who realized that English speech was not enough, that business Spanish or Portuguese was not enough, but that familiarity with Camoens' *Lusiads*, and knowledge of Spanish history, and ability to share in discussions, on a mature level, of values in the past and present which continue to interest the sons of Lusus—those were the things important, and which quick training courses and indoctrination in area studies could only approach, and not with very satisfactory results.

You will begin to think that all I do in New York is sit about on my duffer and keep my big ears open. But, instead of trying for the hundredth time to define the humanism, abstractly, of which we all claim to be examples, I have tried to single out from most recent experience, three types (and three extremes, perhaps) whose basic interests at heart are common . . . all represent humanism in action in our time, and all suggest directions which prompt me to make some comments on the subject of the evening: "The Humanities, the MLA and the Profession in the Next Decade." . . .

Let me take the types in order. The world will always need scholars, and perhaps, at times, will need a few who, like bloodhounds with singleness of purpose, and oblivious of all things extraneous to their trail, follow their hypotheses to ultimate conclusions, and then push on for more. . . .

It would be profitless in the extreme to reiterate the need for allowing the scholarly genius to tend to his own knitting—as profitless as to assume that all Ph.D.'s today, even those who publish in the learned journals, are Thomas Tyrwhitts, or Hohlfelds, or Grandgents. The thing that appalls me, and doubtless I am oversensitive because of my new position in the MLA, is a tendency in our profession towards scholarly isolationism. It's had other names—narrowness, ivory towerism, and the like. And some of our brightest lights, our Perry Millers, make a sort of fetish of it. . . . Actually, we try to combat this now in the Modern Language Association in two ways: First, we offer to all who are interested an *Association*, which in an age of specialization concerns itself with *all* modern languages, and in an age of departmentalization concerns itself with *all* modern literature. . . . So we are now demanding, and will do so for the next decade, that all contributors to the *Journal*, *PMLA*, envision the

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## Tulane Studies in English

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## MLA

total membership as the audience for which their papers are written. We demand that they thereby reduce pedantry and the mechanics of scholarship to zero: that they make antiquity relishing and that they send narrowly specialized articles to specialized journals. . . .

**Secondly**, the books we now print and propose to print in the next decade are the products of multiple authorship.

**As a third** deterrent to scholarly isolationism, we provide the Annual Meeting, where with great busy-ness about 4,000 members gather for three days. Perhaps only the Secretary and his immediate staff, who, for their sins, have to prepare the total Program, get the full impact of the breadth and depth of humanism at work during an MLA convention. . . .

**Now these meetings** are crowded and can be hectic affairs, as all who have attended know. In the next decade plans are afoot for certain re-organizations which I hope will bring into open recognition the threefold aims of the gatherings: *intellectual*—paper and discussion groups; *social*—the meeting of new friends and reunion with old in the community of scholars; and *economic*—the finding of jobs and shifting of positions for members. We hope, by combining and streamlining some of the present components, to allow for some leisure moments in which good conversation can be held, to make possible the creation of new groups to meet the new scholarly and *pedagogical* interests of the future, and to widen the conference structure to permit actual discussion groups on points of topical interests. The initial stage in spelling out these changes can be found in the acts of the Executive Council in June 1957 issue of *PMLA*.

**But I hope** in the next decades we may go still farther in combatting a special kind of scholarly isolationism. The scholar humanist makes his living from interpreting the creative writer. Strange, is it not, that the twain meet, usually only after one has died. The distinguished man of letters draws, from among other things, upon a current of ideas often, in large part, fomented by the scholar-critics who have come before him. The scholars, in turn, would absolutely die on the vine unless the creative writers, often dead, produced their major and minor works (and the scholars still have a large bone yard of them to pick over). What looks like a nicely adjusted reciprocity contains considerable lag, however, and in the contemporary

world tends to dehumanize both partners. The Presidential address given by Frederick Tupper at the 1930 Convention noted, "The assumption that the author's work is esteemed by the scholars in proportion to its distance from our present-day world and from all the interests of those about us is no longer warranted. In the decade of my apprenticeship we were uncomfortable this side of Caxton."

**Times have** gradually changed. Across my desk last spring came James Woodress's interesting Bibliography of doctoral dissertations in American literature, 1891-1955. There Emerson still has the advantage of numbers of these works done upon him. But Eliot, Faulkner, and Hemingway, like their modern counterparts in Germany, France, England, Spain, and Italy, are attracting more and more of the graduate students of this generation. It would be interesting to know how many of those who have written dissertations on Eliot and Faulkner have talked with these artists at first hand. Why not bring the world of creative artistry and excellent scholarship into closer rapport to serve the ends of humanism? It has been a dream of mine that a professional association such as ours might create a new category of Honorary Fellow into which would be invited a selected number of really distinguished men and women of letters of our contemporary world. They might be invited, as members, to talk at the meetings, and to get to know some of the scholars for whom they will be the subjects of future scholarship. A first step toward fulfillment came at the Madison meeting when an amendment to the Constitution creating a new category of Honorary Fellows—distinguished living men and women of letters—received its first ratification.

**It has also been** a hope of mine that a professional association such as ours might attract to it more and more young promising graduate students—the future teachers and scholars of the country. We have hopes, gentlemen, within two years, of seeing in the MLA the forum where student, teacher, scholar, and creative artist meet, for at Madison the Association amended the by-laws so as to reorganize the structure of annual dues in order partly to attract those *graduate students* who plan to become firm members of the teaching profession and who, therefore, might well associate themselves early with their professional learned society. . . .

**With such plans** as these, the

MLA, at least, thinks of discharging its humanistic responsibilities to its *individual* scholars and teachers if they want them. Thus it looks into the future.

**The second type** of humanist of whom I spoke is the active, imaginative, penetrating synthesizer, who seeks to make the essence of great literature a force in the wider circle of our times, who feeds *Joseph Andrews* to the lawyers, and the cultural and economic problems of the Orient to the government and the community at large. What is the shape of the future for our association and for humanists in general in this area?

Professionally, though we are scholars with special fields, and teachers of special subject matter, we live in a wider circle of routines under pressures from the varied interests of others. As a profession we might do well to lend an attentive ear to what is being said in the other professions. For me, one essential factor in humanism is maintenance of a sense of balance. Balance can't be had without considering the variables in our life today. This is a matter of individual concern, you will say justly, but professionally, our plan in the MLA for the next decade is to invite, at the high point of our general meeting, speakers from other phases of life and other disciplines. We hope they will speak of the humanism at the core of their professions which in some way or other touches us. And we would hope that some time perhaps the American Medical Association or Bar Association might invite a top-notch humanist from among us to address it. . . .

**Our Commission** on Trends in Education has its mission in the noting and evaluating, biennially or triennially, the directions being taken by colleagues in their curricula. . . . They will, over the next decade, provide interesting data for a study to see what fads developed and what fell by the way. In the meantime, this pulse-feeling committee of a professional society can announce to the members in what directions other fields, which impinge upon education, are going, or in what way we are being pushed by the environment in which we live. . . .

**I have talked** much about MLA. As a matter of fact, twenty-five or thirty associations basically interested in the humanities exist in America today, of which the MLA is only one. A small group of humanists, again led by the redoubtable Howard Mumford Jones, has

**See MLA, Page 7**



## MLA

persuaded the Foundations, as you know, to grant three million for five years to support the American Council of Learned Societies. Remarkable how an association thrives when surrounded by a ring of gold. In viewing the plans of the Council, I have been impressed by several devices and plans which it has announced. . . . It has devised a system of one-hundred humanist informants diffused through our country to try to relate directly to the Council what of interest goes on in the grass roots, and who in the profession are doing things. . . . Secondly, it has allotted a good round sum to revive a study called CORLSAE, which hopes to define the relation of learned societies to American education. In the third place, it wishes to widen the circle of interchange between scholars and humanists . . . notably the trading of ideas and the intellectual stimulation to be had from bringing together American and European scholars. . . .

Emerson thought we had listened too long to the courtly muses of Europe; today we feel, perhaps, that we have rather got out of touch with the best that is currently being thought and said abroad. And that poses yet another problem for our profession. Over 900 million people in the world speak languages which we have been fond of calling "the exotic languages." The impact of Asia and the Middle East is being felt by us in the United States at all levels today more than ever before. What that impact will be in another decade, who can tell? and in the decades stretching beyond that: a question. As a profession, we who have languages and literatures in our sphere of moral responsibility must do intelligent planning in two fields at least: (1) to develop, along with the veterans in Australia and England (who have been doing it well for some time) the teaching of English as a second language, as one means of facilitating communication among the peoples of the world, and especially the mid- and far-east; and (2) to develop excellently and with a reasonable degree of speed a reservoir of speakers in the United States, of Oriental and arabic tongues. . . .

What does the profession intend to do about this? Muddle through with quickie concentrated courses, where value is placed completely on skill and where *humanitas* comes in only as a second, third, or fourth requirement? When business is coming to realize the need for cultured and well-rounded individuals in its work

in South America, what a chance to plan, at least, for similar results in the vital and deficient field of the Orient! Probably it would be fatal for each of our 1800 colleges and universities to plunge into Oriental studies and the development of Oriental linguists. But a number of recognized centers for this might well begin to compare and evaluate their separate proficiencies in what they are doing. Many others might start college offerings as a modest way to insure job opportunities for those qualified by the Asian Centers. Here the national interest and the interests of the humanities coincide. The MLA is laying some groundwork, at least, in accepting its responsibility as a modern language association (not theoretically limited to its interests to six tongues of Western Europe), by including a sizeable section of Orientalia in its new annual international bibliography, and by arranging for conferences on East-West relationships during its annual meetings. . . .

The third type of budding humanist of which I spoke was not the academic, but the business man. Persons in this category, and their numbers are legion, not only carry on trade at home and abroad, keep accounts, float advertising, and manufacture the consumer goods of the world . . . , but they form the personnel of the school boards all across the country, and form a good part of the municipal, county, state, and even national legislatures. I speak of them as budding humanists, for we all know that the great era of the self-made man has, in this country, passed its crest, and the controlling figures in business and industry are today, and will be tomorrow, the products of our schools and colleges to a greater degree than they have ever been before. The atmosphere has seldom been better among them than it is at present for cooperation with the humanists in our schools and colleges.

Yet the profession, for its own good and the good of the humanities, cannot rest on its care in its pleasantly renewed acquaintance with the men-of-means of whom I am speaking. In the long-time view, our job is, of course, to teach so well and to write so well, and to evaluate so meaningfully, that the ten coming college generations will feel from first hand experience in the classroom that the balanced wisdom of the humanist point of view is a must for them, and support of continued activities in the humanities is their most pleasant obligation. . . .

In meeting responsibilities to the

wider circle of the world of affairs in the recent past, and in making application of our knowledge for short-term use we have tended to sell out our heritage of the humanities, and accommodate our wares to the supposed immediate needs which business has felt. Good young minds still are draining off their energies in building bigger and better courses in "Effective Report Writing," or "Business English," "English for Engineers," "Business Letter Writing," and similar rackets. Rackets, I call them, when the energies of potential humanists are poured into them, just to fill classes and increase the tuition income from enlarged enrollments. . . .

You may accuse me of exhibiting a horrible prejudice, but still I think we have a more significant calling, if we're ultimately to produce the men the country seems to be wanting, and seems to need, than to develop empires in this sub-standard field.

And, professionally, a means is at hand for us in the next four or five years to tackle the whole problem of teaching English from grade school to graduate school. It resides in the "Cooperative English Program," drafted after a year of study and consultation with top men in our field, and out of it, and after conferences with leading spirits in the MLA, the CEA, the NCTE, and the ASA—hence its title (donated by Max Goldberg), "The Cooperative English Program." It will be as large in scope and as penetrating in examination as the present MLA Foreign Language Program. It seeks neither to commence or end with a bulky report, but to involve the 40,000 English teachers in the country in a program of rethinking and clarifying the very basic tenets of the field—the problem of tradition, the problem of reading, the problem of writing, the problem of thinking. . . . It will require four years to begin with, and perhaps another four before all levels become integrated in a vastly improved teaching of this most basic subject in our liberal education. . . . The Program is now before the Foundation in search of financial support.

I have perhaps said enough so far to outline my feeling and hopes for the humanities and the Profession in the next decade. I hope you see with me the real activity that is going on now in humanities at work; I hope you see with me the definite plans that are now underway in several humanistic organizations to assure an atmosphere of cooperation

## MLA

between scholars and men of letters, to attract to the professional organizations the young and promising graduate students, to break down the walls of isolation that exist between fields and disciplines, and to evaluate the pressures in the world about us. I hope you also see with me the challenge which the next decade holds for the humanities. . . .

## FOREIGN LANGUAGE PROGRAM

### TFLA

The TFLA met jointly with the AATSP and Sigma Delta Pi in Dallas this past December. Dr. T. Earle Hamilton presided at the luncheon meeting. The speaker of the occasion was Dr. Theodore Andersson, former director of the Modern Language Association National Foreign Language Program, and now a professor in the Department of Romance Languages at the University of Texas. He spoke on the problems of the Texans in the field of foreign languages. Pointing to the future, he outlined a progressive program for the next few years.

Following Dr. Andersson's address, Dr. Rebecca S. Switzer, formerly of Texas Woman's University, conducted a program on "The Forgotten Student."

Three important resolutions were passed at the meeting:

1. That Dr. Theodore Andersson be empowered to propose that a South-Central Conference on Foreign Languages be formed.
2. That we urge the Texas Education Agency to raise our standards by requiring for teacher certification at least 18 hours of a foreign language above the first year of college or two years of high school.
3. That there be established in the high schools of Texas a graduation requirement of two years in the same foreign language.

The second and third resolutions were referred to the Texas Education Agency and the Hale-Aiken Legislative Committee.

Officers for 1958 are: Miss Josefina Sobrino, Texas Southmost College, Brownsville; Miss Vera Hayes, Abilene, Vice-President; Dr. A. W. Woolsey, Texas Woman's University, Secretary; Miss Mary G. Abraham, Galveston; and Dr. Theodore Andersson, The University of Texas, Editor of the *TFLA Bulletin*. Dr.

Switzer was elected the first honorary member.

Really good news: The Department of Romance Languages of the University of Texas has been authorized by the Administration to edit, publish, and finance the *TFLA Bulletin*.

\* \* \*

## FLES ORGANIZATION IN THE HOUSTON AREA

On Saturday, November 23, about 60 foreign language teachers of the southeast Texas area met on the University of Houston campus to organize the Houston Area Council of Foreign Language Teachers. The purpose of the organization is to enable the members to keep in close touch with one another and to discuss problems particular to foreign language teaching.

The following officers were elected:

President: Curtis Farrington (University of Houston)

Vice President: Mrs. Helen Earle (Lamar High School, Houston)

Secretary: Andrew Louis (The Rice Institute)

Treasurer: Mrs. Dell Lewis (Bel-laire High School, Houston)

Board of Directors:

French: Mary R. Catchings (Hartman Junior High School, Houston), Jane Malin (University of Houston)

Spanish: Marjorie Bourne (University of Houston) Mrs. Sarah Earle (Lamar High School, Houston)

German: Frank D. Peto (Lamar High School, Houston), Alfred R. Neumann (University of Houston)

Latin: Anne Robertson (Bel-laire High School, Houston), Dagmar Root (Sam Houston High School, Houston)

Italian: Mrs. Yvonne Pearson Sacred Heart Dominican College

The executive committee is preparing a program for the first annual meeting to be held in February, 1958.

## THE DALLAS MEETING

### Attendance:

510 members pre-registered or registered, definitely in attendance

16 members pre-registered who may have been in attendance

526 possible total of people in attendance.

## SECTION CHAIRMEN AND SECRETARIES FOR 1958

Members who wish to offer papers at the 1958 meeting are urged to write immediately to the chairman of the appropriate section. A complete list of the section chairmen and secretaries appears below.

The following are the general regulations for submitting papers: (1) Papers should be submitted to the section chairmen by May 15. Section chairmen, however, are free to make exceptions to fit the needs of their respective programs. (2) An abstract of **no more than one hundred words** is to be submitted to the section chairman by June 1 for all papers which have been accepted for the program. (3) No person should read more than one paper in a given year. (4) All persons who read papers, other than by special invitation, should be members of the S-CMLA.

Section programs must be in the hands of the program chairman, Wesley Thomas, The University of Arkansas, by June 1.

*American Literature I: Literature before 1900.*

*Chairman:* Darwin H. Shrell, Louisiana State University;

*Secretary:* Martin Shockley, North Texas State College.

*American Literature II: Literature since 1900.*

*Chairman:* Laurence Perrine, Southern Methodist University;

*Secretary:* Richard P. Adams, Tulane University.

*Comparative Literature I:*

*Chairman:* Kester Svendsen, University of Oklahoma;

*Secretary:* Allen Cabaniss, University of Mississippi.

*English I: Medieval and Renaissance Literature.*

*Chairman:* W. J. Olive, Louisiana State University;

*Secretary:* Charles Moorman, Mississippi College.

*English II: Eighteenth and Nineteenth century Literature.*

*Chairman:* Sam B. Southwell, Texas A&M College;

*Secretary:* Dick Taylor, Jr., Tulane University.

*English III: General Topics.*

*Chairman:* Charles A. Raines, University of Houston;

*Secretary:* Garrett Ballard, North Texas State College.

See **CHAIRMAN**, Page 9



**CHAIRMEN****English IV: Folklore.**

**Chairman:** John Lee Brooks, Southern Methodist University;

**Secretary:** Elizabeth Brandon, University of Houston.

**English V: Contemporary Literature.**

**Chairman:** James C. Colvert, University of Texas;

**Secretary:** Charles W. Hagelman, Jr., University of Houston.

**English VI: General Linguistics.**

**Chairman:** E. S. Clifton, North Texas State College;

**Secretary:** Nathaniel M. Caffee, Louisiana State University.

**French I: Philology.**

**Chairman:** H. L. Robinson, Baylor University;

**Secretary:** Wayne Gilman, Hendricks College.

**French II: Literature before 1800.**

**Chairman:** Sister Mary Augusta, Xavier University;

**Secretary:** Jean Charron, University of Texas.

**French III: Literature after 1800.**

**Chairman:** Will L. McLendon, University of Houston;

**Secretary:** Jean Autret, Trinity University.

**German I: Linguistics and Pedagogy.**

**Chairman:** Harry Haile, University of Houston;

**Secretary:** Wilma Iggers, Tulane University.

**German II: Literature to the Death of Goethe.**

**Chairman:** Erich Eichholz, University of Oklahoma;

**Secretary:** Mariana Scott, Xavier University.

**German III: Literature since 1832.**

**Chairman:** Leroy R. Shaw, University of Texas;

**Secretary:** Earl N. Lewis, Louisiana State University.

**Spanish I: Spanish Literature.**

**Chairman:** David A. Griffin, University of Oklahoma;

**Secretary:** J. Cary Davis, Southern Illinois University.

**Spanish II: Latin American Literature.**

**Chairman:** Joan E. Ciruti, University of Oklahoma;

**Secretary:** Eugene C. Sneary, Tulane University.

**Spanish III: Linguistics and Pedagogy.**

**See CHAIRMAN, Page 10**

**ABSTRACTS OF PAPER****AMERICAN LITERATURE****American Literature I: Literature Before 1900.**

**Chairman,** John C. Broderick, Wake Forest College;

**Secretary,** Darwin Shrell, Louisiana State University.

1. "Cooper's Glorification of the British Navy in *The Two Admirals*," H. Howard Hughes, Texas Wesleyan College.

*The Two Admirals* is one of Cooper's outstanding propaganda novels. It is part of his tirade against the "diffusive tendency" in young America and of his campaign to inspire his government to build, organize, and maintain a fleet. Here Cooper glamorizes a navy already famous for effective fleet activities by his treatment of both major and minor characters, by his elaborate narration of incidents in a great sea fight between the British and French fleets, and by statements in the "preface" together with comments in the many digressions and "asides" to stress the ulterior motive in writing the novel.

2. "'The Raven' and 'The Raven': Another Trout in the Milk?" Joseph Jones, The University of Texas.

The narrative circumstances in Poe's "The Raven" are paralleled by those in a poem by the same name, published in *Fraser's Magazine* in 1839: a raven croaks, repetitiously, a single word in such a way as to produce a morbidly sensational effect on the mind of the central character. Granting the probability that Poe had seen the *Fraser's* poem, both "The Raven" and "The Philosophy of Composition" may be interpreted more flexibly than hitherto. Dickens' *Barnaby Rudge*, the long-accepted though not very exact parallel, becomes part of a genetic pattern which is more complex but less obscured by mystification.

3. "Zenobia: Scornful Skeptic," Joseph T. McCullen, Jr., Texas Technological College.

Zenobia's legend, "The Silvery Veil," is *Blithedale Romance* in miniature. The legend dramatizes a conflict which permeates the novel, a clash between artificiality and reality. Narrative development in both legend and novel depends upon an exposure of whatever contrasts with accepted norms. Scorn and skepticism make Theodore and Zenobia fit catalysts to effect this exposure and, ironically, to doom themselves. They fall into this error because they lack the sympathy and love to act on faith. Through her

legend, Zenobia unwittingly interprets past events and forecasts the catastrophe. The legend gives the novel a key to tone, meaning, and structure.

4. "Emerson's Political Quandary," Otis B. Wheeler, Louisiana State University.

Most attempts to explain Emerson's political and economic pronouncements go wrong because of the assumption that since Emerson is a philosopher there is some underlying consistency in his life and writings. Though his thinking, writing, and actions were conditioned by principles which we identify loosely as the Transcendentalist philosophy, Emerson was more a poet than a philosopher and was influenced also by tender humanitarian sensibilities, strong emotional reactions, and strong attachments to family and social group. His many ambivalences and contradictions in the realm of politics and economics are explicable only in this light.

5. "Emerson and the Doctrine of 'The Moral Sentiment,'" John Q. Anderson, Texas A. and M. College.

Emerson's doctrine of "the moral sentiment" demonstrates his adoption, alteration, and application of traditional ideas. The eighteenth century philosophical concept of "the moral sense," suggested by Shaftesbury and elaborated upon by Hutcheson and other Scottish philosophers, came to Emerson through college courses and his reading. Emerson modified the phrase to "the moral sentiment" and applied it as a critical term in evaluating the individual poet and his art. His concept is an important element in his final estimate of Shakespeare, Milton, and Wordsworth.

6. "The Images of Power in Henry Adams' Novels," Clinton Keeler, Oklahoma State University.

It has been observed that the heroines of Henry Adams' novels are in some ways prototypes of the Virgin of his later writings. It may also be pointed out that the heroes foreshadow in some ways the famous image of the amoral dynamo. The images of power in Adams' fiction suggest in detail the separation of energy from moral sensibility. The novels thus constitute an allegory in which innocence or purity makes a pilgrimage to the powers of politics, religion, art, and science; but except for art, no devotion is possible. In these symbols Adams thus anticipates the *Education*.

7. "Moody's Ode: Collapse of the

**See ABSTRACTS, Page 12**

**CHAIRMEN**

*Chairman:* John A. Thompson,  
Louisiana State University;  
*Secretary:* Edward L. Blansitt,  
Austin College.

**SUMMARY**

31. The balance transferred from the First State Bank, Denton, Texas, to Miss Joan E. Ciruti in Norman, Oklahoma, at the close of our fiscal year is \$2,459.92. The total receipts on October 31 were \$1,671.00 plus the balance carried over (\$2,062.06), giving a total of \$3,733.06.

Membership dues collected have steadily risen from \$472.00 in 1954-55 to \$870.00 in 1955-56 to \$1,021.00 in 1956-57. Showing an increase of 125 in 1954-55, 133 in 1955-56, and 171 in 1956-57, the membership has grown from 766 in 1954-55 to 879 in 1955-56 to 1,050 in 1956-57. With the employment of teachers on the increase, we reached 950 when we printed the membership list in May. In the ensuing months we acquired still more members. By the time of our convention we had, 1,047. Dues paid by three more before the end of the fiscal year brought the total to 1,050. Note that in 1956-57 high school teachers were invited to become members. Invitations were sent to them through professional teachers' journals in all the states of the South-Central region. Some twenty teachers and state supervisors paid dues in Louisiana, Mississippi, Oklahoma, and Texas. We have had several high school teachers on our membership list from Arkansas and Oklahoma for a number of years. Our new members are from these fields: English, Foreign Languages, French, English Language Arts, Library, and Spanish.

I inherited the achievements of able officers, and to each—especially to the secretary-treasurer—I express my appreciation. To you members, for your unfailing support during my term of office, I am grateful, as I am also to all campus membership chairmen. With your help we have passed beyond 1,000 this year.

With feelings known only to former secretary-treasurers, for it is the secretary-treasurer who knows that after every feast comes the "cold reckoning," I wish my successor the fine cooperation that I have enjoyed.

*Autrey Nell Wiley*  
*Secretary-Treasurer*

**SUMMARY: THREE YEARS**

<b>RECEIPTS:</b>	<b>1955</b>	<b>1956</b>	<b>1957</b>
Membership .....	766 .....	879 .....	1,050
Membership dues .....	\$ 472.00 .....	\$ 870.00 .....	\$1,022.00
Advertisements .....	\$ 296.00 .....	\$ 421.00 .....	\$ 272.00
Exhibit Fees .....	\$ 352.00 .....	\$ 363.00 .....	\$ 350.00
Subscriptions .....	\$ 32.50 .....	\$ 23.80 .....	\$ 27.00
<b>DISBURSEMENTS:</b>			
Bulletins .....	\$ 503.10 .....	\$ 742.95 .....	\$ 905.72
Programs .....	\$ 63.75 .....	\$ 76.90 .....	
	* * * * *		
TOTAL RECEIPTS .....	\$1,153.85 .....	\$1,677.90 .....	\$1,671.00
TOTAL DISBURSEMENTS .....	706.16 .....	1,203.00 .....	1,273.14
BALANCE .....	1,587.16 .....	2,062.06 .....	2,459.92

*Autrey Nell Wiley*  
*Secretary-Treasurer*

**FINANCIAL REPORT**

1 November 1956—1 November 1957

**Receipts**

Advertisements .....	\$ 272.00
Exhibit Fees .....	350.00
Subscriptions .....	27.00
Membership dues .....	1,022.00

Balance brought forward .....

Total .....

Grand total .....

**Disbursements**

Dues to the Southern Humanities Conference .....	\$ 10.00
Terrill Wheeler Printing Co. ....	134.25
Texas Tech Press .....	247.30
Tulane University Press .....	379.40
Tulane University Press .....	355.92
TSCW Mimeographing Dept. ....	4.40
Secretarial services .....	35.00
TSCW Bookstore .....	6.34
Voertman's Bookstore .....	2.25
Western Union Telegraph Co. ....	3.58
Reimbursements	
To T. Earle Hamilton, Editor .....	50.60
To Autrey Nell Wiley, Secretary-Treasurer .....	39.60
To Ernest E. Leisy, President .....	2.50
Check returned, October 26 .....	2.00

Total .....

Balance on 1 November 1957 .....

*Autrey Nell Wiley*  
*Secretary-Treasurer*

**THE BIRTH OF A LANGUAGE LABORATORY**

Tulane University's new sixty-booth language laboratory which began a full program in February is a remarkable example of cooperative effort and planning which has resulted in one of the most advanced installations in the country. Early in 1957 a faculty committee (chaired by Prof. D. S. Wogan) outlined the university's needs for a language laboratory. During the spring an anonymous foundation grant of \$75,

000 was obtained to provide for an adequate staff, and the university agreed to supply funds for equipment. This fortunate combination avoided a situation often found where adequate provisions for additional personnel for such a project were not made.

Although many kinds of equipment were examined during the summer, a decision was made to order nothing until more details of the academic program could be

**See LABORATORY, Page 11**

## LABORATORY

worked out during the fall with members of the various language departments. In this way, everyone involved could participate in the formation of a program which would then determine the type of equipment needed for carrying out its objectives.

In numerous meetings of committees and subcommittees a tentative program was evolved, not without the usual skirmishes, which called for two required laboratory hours per week in French, Spanish, and German first year courses and one required lab hour per week for second year courses with no change in credit hours. Lab work in other courses would be voluntary. This was not an easy order for several reasons. The three undergraduate divisions, College of Arts and Sciences, Newcomb College, and University College, would have to coordinate lab work in spite of problems caused by varying schedules, texts, and language requirements, and starting a program in the middle of an academic year. However, great strides were made in overcoming most of the problems, and a schedule was planned so that three different supervised lab groups of twenty students each could meet simultaneously.

This program required a flexible type of equipment, a custom installation instead of a "package deal." The steering committee, director, and assistant director negotiated with an electronics engineer in Lafayette, Indiana, who has had considerable experience with university language laboratory equipment. His design, according to our specifications, included modifications of a standard tape recorder (selected after testing numerous brands for quality of sound reproduction, durability, and ease of operation) which provides for single channel and dual channel facilities so that all sixty machines can be used in groups with the recorded material coming from a master console or individually with the master material coming from a prerecorded unerasable channel on the student's own tape. The master consoles house facilities for three master tape recorders and various switches allowing for two-way communication with each booth, for remote control facilities for duplicating or testing purposes, and for dividing the booths into various sized groupings.

The laboratory consists of one large room (46' x 25') and two smaller rooms (25' x 18'), all air-conditioned. The large room con-

tains forty booths and a projection booth for films with facilities for the soundtrack to be played through a loudspeaker or through earphones. One small room contains a lab of twenty booths, and the other small room is partitioned into a recording studio, repair shop, director's office, and secretary's office. The modern booths were designed in the office of the university's resident architect and consist of a metal frame, insulated pegboard wings, formica desk top and drop-leaf front panel.

Besides the director, assistant director, and secretary, the laboratory staff includes seven graduate assistants who will monitor and supervise the more than one hundred lab sections each week, several student attendants for the lab hours scheduled for individual use, native informants for recording and a student technician.

In trying to incorporate the best features of existing laboratories and new ideas, many people were consulted locally and in other parts of the country for their suggestions. The generous contributions of these people and the constant cooperation of the forward-looking administrative officials of the university and language departments have resulted in an excellent facility where students may practice their language lessons and improve their language proficiency through regular contact with the living language.

*Joseph C. Hutchinson*

*Director, Language Laboratory*

## SUMMER SCHOOLS ABROAD

In 1957 L.S.U. held its fourth annual summer school in Mexico under the direction and instruction of Drs. Martin E. Erickson and Peter Lunardini. Advanced courses in Spanish American literature were offered in addition to the usual intermediate language courses. Thirty-three students participated.

Dr. John Thompson directed the third summer study trip to Spain. The study trip to Spain, like that to Mexico, is a regular part of the university's summer school, but is restricted to students of junior, senior or graduate standing, while the Mexican plan provides for freshmen and sophomores as well as students of advanced standing. In the 1958 summer school, Dr. Peter Lunardini will have charge of the study trip to Spain; Drs. Erickson and Borenstein will direct the Mexican summer study.

# INTERMEDIATE Conversational SPANISH

*LaGrone and  
Romera-Navarro*

This new book, which presupposes an introduction to the basic forms of Spanish, is designed to enable the second-level student to increase his vocabulary, to develop fluency, and to gain a clearer insight into the nature of the language.

Part I contains fifteen model passages in Spanish — usually in dialogue form — together with appropriate exercises: (1) questions in Spanish, (2) suggestions for a summary in Spanish, (3) drill exercises, (4) translation from English to Spanish, and (5) topics for related conversation and composition.

Part II contains eight units giving an analysis of the important aspects of syntax from a new perspective, using for the examples and the exercises the same vocabulary in the three types of exercises: (1) drill, (2) comprehension, and (3) completion.

The two parts of the book are presented in this order in the belief that at the intermediate level informal practice may profitably precede formal analysis. Actually, however, the two parts, though carefully integrated, form complete units in themselves, and can easily be used (1) independently, (2) simultaneously, or (3) in either order. This flexible arrangement has seemed best because the needs and interests of intermediate students vary considerably.

**HENRY HOLT AND CO.**

**383 Madison Ave. N. Y.**

## ABSTRACTS

Heroic," Frederick Eckman, The University of Texas.

Moody's "An Ode in Time of Hesitation," long considered a major American poem, has recently declined in reputation. An examination of this decline yields the following observations: although it is a serious, skilfully-wrought poem whose rebuke to political opportunism might attract modern readers, its appeal has diminished because it wavers between old and new — stylistically between decadent Romanticism's grandiose utterance and modernism's crisp ironic manner; thematically between nineteenth-century heroic idealism and twentieth century critical disillusion. Its present importance to American literature: a significant landmark between Romanticism and modernism in poetry.

*American Literature II: Literature since 1900.*

Chairman, Scott C. Osborn, Mississippi State College;

Secretary, Laurence Perrine, Southern Methodist University.

1. "The Several Faces of Gavin Stephens," William C. Doster, Ouachita Baptist College.

William Faulkner's various stories and novels present at least four slightly different portraits of Gavin Stevens, one of the central figures of the Yoknapatawpha Saga. The characterizations range from Stevens as a shrewd detective in *Knight's Gambit* to a portrait of this intellectual as a man almost incapable of overt action in *The Town*. The paper also presents one of Faulkner's rare inconsistencies in the whole saga: Stevens' two love affairs with different women in different stories but at what must have been the same time.

2. "Faulkner's Snopeses," T. D. Young, Delta State College.

Since the publication of *Sartoris* almost thirty years ago, many of Faulkner's novels and short stories have included an almost incalculable number of moral and ethical deviates named Snopes. Following George M. O'Donnell, many commentators have insisted that the basic conflict in much of Faulkner's work is "fundamentally a struggle between humanism and naturalism," that the two sides in the conflict are taken by the Sartorises and the Snopeses. A close reading of the stories and novels in which the Snopeses appear reveals that such an interpretation is not entirely true, for there are gradations of morality, even among the Snopeses.

3. "Desert Sunrise: Hemingway and T. S. Eliot," Richard P. Adams, Tulane University.

*The Sun Also Rises* has been called "Hemingway's *Waste Land*, and Jake . . . Hemingway's Fisher King." Various evidence suggests not only that Hemingway was thinking of Eliot's poem but that he probably also had in mind Eliot's backgrounds in cultural anthropology, and specifically in studies such as those of Frazer and Jessie Weston. If so, we can expect that fertility myths and rituals will throw significant critical light on the characters, incidents, and images, as well as the theme and meaning, of Hemingway's book. We may also find that Eliot's influence generally has been more powerful and pervasive than we thought.

4. "The Theme of Isolation in *The Sound and the Fury*," Lawrence E. Bowling, Texas Technological College.

*The Sound and the Fury* deals with the disintegration of a Southern family. Although the novel is a literary work and not a piece of social propaganda or polemic, it reveals the cause of this disintegration and the relationship between this particular family and the modern world. What is wrong with the Compson family is that there are no significant ties among its members or with anything outside the individual self. Through materialism and selfishness, they have cut themselves off from those values which make life worth living, and the result is spiritual sterility and death.

5. "Theme in Faulkner's *Go Down, Moses*: A Study in Multiple Attitudes," Ralph D. Eberly, North Texas State College.

*Go Down, Moses* is not a casual grouping of seven independent tales but a thematically unified work. Through the attitudes of the major characters toward exploitation, both of human beings and of the earth itself, and through the qualifying attitudes that the book as a whole expresses, Faulkner weighs a number of our responses to exploitation — and finds them wanting. Yet they are not all equally wanting, and the ultimate attitude of the whole book is not despair but a compound of many elements: shame, grief, pride, and even a trace of hope.

6. "Illusion and Reality in *Eugene O'Neill*," Bruce Ingham Granger, The University of Oklahoma.

From the early sea plays to *Long Day's Journey Into Night* (1956) O'Neill has been preoccupied with a dilemma confronting modern man: illusion brings order out of the

chaos of the present but incapacitates him for meaningful action, and yet without illusion life is intolerable for all but the sturdy few like Lavinia Mannon and Larry Slade. Meaningful action, says O'Neill, is possible only when man strips off his illusions and, fronting the terrors of the here and now, acts in obedience to a secret impulse of his character.

## COMPARATIVE LITERATURE

*Comparative Literature I:*

Chairman, James L. Shepherd, III, Baylor University;

Secretary, Kester Svendsen, University of Oklahoma.

1. "Death in the Philosophy of Francis Bacon," Robert Nossen, Lamar State College of Technology.

Francis Bacon, in his treatment of death-concepts, presents a curious paradox. In him can be found almost all of the common conceptions of his day, even the most fantastic. He was influenced greatly in his attitudes by the content of his classical learning. At the same time, he attempted to bring his scientific method to bear upon the subject. The net result was a mixture of ancient ideals, of seventeenth-century beliefs, and of views far in advance of his time. The purpose of this paper is to interpret the various attitudes towards death revealed in his works.

2. "Traces of *Laches* in Conrad's *Lord Jim*," Edna Muldrow, Southwestern State College.

Six correspondences between Plato's story of Sesiaraus in *Laches* and Conrad's story of Stanton in *Lord Jim* show that *Laches* is the source of the parable in the novel. Two other details from the same paragraph of the dialog, used to round out the character of Jim, substantiate the hypothesis. Other parallelisms are the use in common of the father as the symbol of the training that ruins sons, and the similarities between Marlow's definition of courage and Socrates' definition.

3. "The *New Key* in Literary Criticism," William J. Handy, University of Texas.

When such modern critics as Ransom, Tate, and Brooks excoriate scientific knowledge because it offers through its abstractions a distorted account of human experience, they are carrying out the philosophical discovery first formulated by Kant and later expanded by Bergson and Mrs. Langer. That discovery may be stated thus: There are fundamental differences in the

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symbols and symbolic formulations of science, art, and religion, and each of these distinct *kinds of symbol* represents a distinct *kind of meaning*. It is in the light of this "new key" in philosophy that modern critical theory must be understood and evaluated.

4. "Gerard Manley Hopkins: A Scotist Unraveller," Joyce Rogers Shrake, Arlington State College.

Rushing into the flow of post-humous analyses of Gerard Manley Hopkins as a great innovator or, as unequivocally, as a traditionalist were the tributary acknowledgments of Hopkins the Catholic priest and Hopkins the Scotist revivalist. More should be said, however, for Hopkins' kinship to Duns Scotus, the medieval scholastic philosopher.

Scotism appealed to Hopkins because it corroborated in logic what Hopkins perceived and promoted in aesthetics. Strong similarities exist between *thisness*, *formalities*, and *intuitive-knowledge*—the three major terms of Scotism—and *inscape*, *pitch*, and *instress*, elements of Hopkins' poetic. "The Windhover" is an excellent testament of the parallel.

## ENGLISH

English I: Medieval and Renaissance Literature.

Chairman, Eugene E. Slaughter, Southeastern Oklahoma State College;

Secretary, W. J. Olive, Louisiana State University.

1. "The Green and the Gold: the Major Theme of *Gawain and the Green Knight*," William Goldhurst, Tulane University.

The major theme of *Gawain and the Green Knight* is the idea that the primitive and sometimes brutal forces of nature make known their demands to all men, even to those who enjoy the civilized comforts of court life. This central meaning is implied by the poet's style, which consistently juxtaposes—or combines—opposite and contrary moods, characters, settings, and actions. The basic stylistic principle is apparent in the continual contrasts between the comfort of the court and the severity of the writer, the conflict which Gawain faces in his host's castle, and in descriptions of the Green Knight himself.

2. "Chaucer as a Justice of the Peace," Martin M. Crow, University of Texas.

From records published long ago we know that Geoffrey Chaucer

served as a Kentish justice of the peace from 1385 to 1389. Although there are no records extant of any J.P. sessions in which Chaucer sat, we have Kentish records of sessions near Chaucer's time of office illustrating the sort of offenses he as a justice probably had to deal with. From contemporary records we learn also how often sessions were held, where, and what pay if any the justices received. A study of the careers of Chaucer's eighteen fellow justices shows that the group included some of the most worthy men in the county,—magnates, lawyers, and gentry.

3. "Shakespeare and the Holy Rosary," Allen Cabaniss, The University of Mississippi.

There is more than a possibility that Shakespeare's sonnet-sequence is a distant and thoroughly secular reflection of the one hundred fifty-three Hail Marys of the Christian Rosary. Cited in evidence of this proposition are (1) the numerical relationship, (2) the prominence of the word *rose* (occasionally a synonym for Rosary in the Middle Ages), (3) the resemblance (at ten-sonnet intervals) to the fifteen "mysteries" of the Rosary, (4) Shakespeare's own crypto-Catholicism, (5) the familiarity and frequency of Rosary-parody, and (6) the flourishing of the Rosary-devotion in Shakespeare's day.

4. "Critical Notes on Prince Henry of Monmouth," A. L. Bennett, Agricultural and Mechanical College of Texas.

There are grounds for doubting the traditional theory that Prince Henry of Monmouth is Shakespeare's conception of the ideal prince. The young Heir-apparent's premeditated redemption is nine parts political sagacity, his passions are ungoverned, his charm is alterable with occasion, and his pose of moral superiority is offensive. Prince Henry is first of all a politician and a master propagandist, an ambitious heir who has his eye on the main chance, a propagandist who is half deceived by his own moral platitudes. That the ideal conception should be deduced from a play that is altogether realistic is a strange notion.

5. "Parallels in Milton's Poetry and Painting" (illustrated with slides), Amy Lee Turner, University of Houston.

Hieronymus Bosch's "Ascension" contains a similar idea to the solid outside shell of Milton's universe with one opening for an ascent to heaven. Guido Reni's "Aurora" parallels Milton's idea of the Plei-

ades dancing before the sun at its creation. Raphael's idea of painting the animals arising from the ground at their creation is carefully worked out by Milton. Dürer's "Adam and Eve" shows the same difference in the curl of the locks of Adam and Eve as Milton does. Annibale Carracci's "Judgment of Hercules" expresses an idea prominent in Milton's poetry: Virtue on a hill waiting to crown devoted people.

English II: Eighteenth and Nineteenth Century English Literature.

Chairman, Paul T. Nolan, Southwestern Louisiana Institute;  
Secretary, Sam B. Southwell, Agricultural and Mechanical College of Texas.

1. "The Plot of *Moll Flanders*," Dick Taylor, Jr., Tulane University.

Critics of Defoe's novels have generally emphasized their formlessness and lack of shaping plot. His plots have been described as mainly a series of loose episodes strung together by means of the single principal narrator. This view of Defoe's plots is to a great extent correct. However, Defoe, had a better sense of plot than he has received credit for. In *Moll Flanders* several of the incidents are linked together and intermeshed in such a way as to achieve considerable suspense. He can be seen plainly working toward the intricate method of plot construction. His hasty production prevented him from developing further plot techniques, and he soon lost interest in the novel to return to his old concerns.

2. "Defoe's *Essay on the History and Reality of Apparitions*," Rodney M. Baine, Alabama College.

Among the forgotten books of Daniel Defoe, the most fascinating is his *Essay on the History and Reality of Apparitions* (1727). Dividing his narratives conventionally into sacred and secular groups, Defoe told his stories with dramatic skill, heightening suspense and employing vivid realistic detail. In idea he followed approved Protestant doctrine, ridiculing revenants, spirits in transit, guardian angels, and maintaining that Heavenly visitations have discontinued. He minimized Satanic appearances and elaborated a theory of benevolent intermediate spirits. But all supernatural visitations should be received with an equanimity born of an assured spiritual life.

3. A Unifying Theme in *Gulliver's*

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*Travels*," Ralph E. Hitt, Mississippi Southern College.

The thematic unity of the third book and chapter vi of the first book of *Gulliver's Travels* is apparent when the four books are analyzed in the light of their development of Swift's negative philosophy of history. This view, which insists that the life history of mankind shows his progressive deterioration from near perfect beginnings to modern corruptions, is the specific intention of chapter vi of Lilliput and is necessary in Book III for transitional shifts to symbolism in the last book.

4. "Coleridge on Wordsworth's Poetry," Richard Harter Fogle, Tulane University.

It is sometimes maintained that the judical cast and the systematic method of Coleridge's *Biographia Literaria* critique of Wordsworth is inconsistent with his customary organicist point of view. To superficial examination the critique does indeed present a number of neo-classical characteristics, but more basically its central criterion is organic unity. Coleridge conceives an ideal Wordsworth out of his knowledge of Wordsworth's qualities, and proceeds by indicating where the actual Wordsworth falls short of his ideal conception. The fault that he finds are perversions or distortions of Wordsworth's positive powers, wrongly applied through mistaken theories of poetry and a noble eccentricity of the poet's experience.

5. "The Reluctant Dualism of Matthew Arnold," Mary E. Dichmann, Southwestern Louisiana Institute.

Matthew Arnold dualism resulted primarily from his streak of Wordsworthian mysticism coupled with his innately critical turn of mind. Unlike Wordsworth some fifty years before, Arnold was unable to resolve his mental conflict and attain a consistent world view, but instead found himself even yearning after beliefs which he was intellectually forced to reject. He felt that nineteenth-century developments in science and theology had brought about a "fragmentation" of the universe which made monism untenable; however, he was emotionally repelled by dualism. This intellectual and spiritual dichotomy is the key to many of the critical problems of Arnold's poetry.

6. "The Imagery of *Kubla Khan*," Charles Moorman, Mississippi Southern College.

This paper attempts to show that while "Kubla Khan" may not have

"theme" in the usual sense, it may nevertheless have meaning. Taken from this point of view, the images of the poem may symbolize a way of thinking, without necessarily reflecting the completed idea which would, under normal conditions, become the end product of that thinking. "Kubla Khan," in its reconciliation of opposing images, may thus be a poem "about" the poetic imagination.

7. "Shelly's View of Reason," Lloyd N. Jeffrey, North Texas State College.

The youthful Shelly exalted reason as the great agent of truth and freedom; as he grew older he became more and more aware of its practical limitations. In Shelly's mature view, "Reason" (the analytic power) "is to the imagination" (the synthetic power) "as the instrument to the agent." Imagination is a higher power than reason, but reason is its indispensable ally. Although Shelley came to realize that the unaided rational faculty is not a passkey to the door of truth, he never forsook his belief in the goodness of reason but simply modified his concept of its function.

*English III: General Topics.*

Chairman, Lewis P. Simpson, Louisiana State University;

Secretary, Charles A. Raines, Arkansas State College.

1. "The Seafarer: A Reconsideration of Its Structure," James H. Wilson, Trinity University.

The paper is an attempt to arrive at a solution to the crux at lines 31-33a of the poem, and, at the same time, to show that the solving of this crux leads to the conclusion that the poem has organic unity. The paper concludes that the first sixty-four lines of the poem do not show a shift in attitude on the part of the seafarer, but that, to the contrary, they show his growing awareness of the necessity of death, which awareness is the theme of the poem.

2. "Chaucer's Attitude Toward Poetic Imagery," William A. Tornwall, Northwestern State College of Louisiana.

Chaucer's scattered and fragmentary comments on poetic art seem to indicate (1) that the poet does not look with disfavor upon figurative language and the colors of rhetoric in general as some scholars have supposed, (2) that he sanctions a functional use of imagery, (3) that he favors materials which are at least in a general way appropriate to the character of a poem and to a narrator, (4) that he considers old books the chief source of images,

though he recognizes the importance of oral materials and first-hand observation, and (5) that he realizes the value of visualizing imagination in the creation of imagery.

3. "Marlowe's Irony," W. J. Olive, Louisiana State University.

Although conventional criticism has usually emphasized elements opposed to irony in Marlowe's plays, such as the heroic and the high poetic aspiration for the unattainable, his plays, except the earliest, make considerable and increasing use of irony. To some extent the greater use of irony in the later plays is an index to his growth in maturity and complexity.

4. "Wit: the 'Test of Truth,'" D. Judson Milburn, Oklahoma State University.

The eighteenth-century "test of truth" is usually considered to have been proposed by the Earl of Shaftesbury and to have advocated the use of ridicule as its testing medium. However, the "test" was actually a culmination of certain ancient and modern meanings of wit: as rhetorical effectiveness, as a synonym for man's intellect, as the functioning of the faculty of judgment, as the embodiment of propriety of words and thoughts, as the basic responsibility in the Republic of Wit, as the expression of nature, and as the common denominator of all intellectual media, including satire, criticism, humour, raillery, and ridicule.

5. "The Nationalism of Mazzini and Swinburne," J. Gordon Eaker, University of Houston.

Mazzini envisioned an Italian republic as a national instrument ordained by God through which the Italian masses could make their spiritual contributions to humanity. The Italians had to be free because freedom was the essential condition of morality. Mazzini inspired Swinburne's change of subject from *Poems and Ballads to Songs Before Sunrise*. Swinburne's lyrics gave to Mazzini's movement an anti-clerical, humanistic, individualistic, and naturalistic color, upholding his own trinity of Nature, Man, and Liberty. But their idealistic views of the nation, taken together, suggest the direction in which peace may lie to-day.

6. "Lewis Carroll and Literary Decorum," Frank Baldanza, Louisiana State University.

In Carroll's *Alice* books, both the details selected for inclusion in the novels and the narrative conventions (representation of personality, time, and situation) suit decorously the



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theme of the intellectual, emotional, and moral experience of Victorian children. The content consists of an inexhaustible range of variations on a set of typical childhood preoccupations. The narrative conventions through which the details are presented are fantastic reversals of ordinary concepts of character, time, and situation. These fantasy conventions are decorous to the theme because childhood experience is filled with wonder and bewilderment at adjusting to quixotic and contradictory adult codes of reality.

*English IV: Folklore and Comparative Linguistics.*

*Chairman, John Q. Anderson, Texas A&M College;*

*Secretary, E. S. Clifton, North Texas State College.*

1. "Cosmological Mythology in the Stories of H. P. Lovecraft," Winfred S. Emmons, Jr., Lamar State College.

Although the older myths have ceased to have much meaning for modern man, there is a newer one in process of growth which seems to fulfill the qualifications for popularity. It began in the works of H. P. Lovecraft, who published in pulp magazines during the twenties and thirties, and contains a cosmology which not only parallels the classic mythologies to a considerable extent but also contains other elements which appeal strongly to the scientifically and metaphysically minded of the twentieth century. While making some appeal to the scientific elements in this period, the Lovecraft mythology also contains within it the seeds of a new dark age.

2. "Weather Lore in Early American Almanacs," Everett A. Gillis, Texas Technological College.

As the universal "wind and weather book" of provincial America, the common, old-fashioned almanac provided readers both with a set of ready-made weather predictions valuable for regulating routine outdoor activities such as plowing and harvesting, and a source-book of common weather signs and long-range weather formulas that would make them their own weather prophet. As *printed* repositories of weather lore and other common folk wisdom, the almanacs offer folklorists a valuable check list of the range and variety of early American folklore, and thus become an important primary source for any history of American folk development.

3. "Superstitions in Vermilion

Parish, Louisiana," Elizabeth Brandon, University of Houston.

Isolation and low educational standards of the population in southwestern Louisiana were propitious to the survival of several superstitious beliefs such as voodoo, gris-gris, "conjo", of Negro-African origin, and werewolves and will-o'-wisp, stemming from Europe. While some of the superstitions tend to gradually disappear with the passing of the older residents and with the improvement of educational facilities, the belief in gris-gris and "conjo" continues to persist.

4. "Don't Look Back," George D. Hendricks, North Texas State College.

Many motifs in proverbs, folk sayings, beliefs, and tales warn us against looking back; some say we *should* look back. These ideas involve basic psychological problems and indicate philosophical outlooks upon life. Two ways to look back are physical, involving space, and chronological, involving time. Both involve dangers to be avoided and values to be sought. The direction one looks indicates his attitude: cowardice or bravery, caution or lack of it, idealism or realism, primitivism or futurism, fatalism or its opposite, ambition or indifference, asceticism or lack of it, pragmatism or its opposite, and finally his faith or lack of it.

5. "The Operation of the Principle of Assimilation in Graphemics," C. M. Wise, Louisiana State University.

The division of speech sounds into phonemes with constituent allophones is paralleled in handwriting by graphemes with constituent allographs. Much of the proliferation of allophones is frequently referable to the assimilative influence of neighboring sounds, so the proliferation of allographs is referable to that of neighboring written symbols. In the case of the allophones, the phenomena of assimilation are aspects of neuro-muscular activity in the bodily organs used in speaking; in the case of the allographs, of those used in writing. Certain allographs produced assimilatively have migrated into printing, and some appear as errors in the use of the typewriter and typesetting machine.

6. "Is the Weak Past Disappearing?" N. M. Caffee, Louisiana State University.

Spelling has long been recognized as an indication of pronunciation habits. Without such a recognition any study of the historical periods of language would be futile. Many Louisiana college students habitual-

ly leave out the endings of the weak past. This error in spelling is explained by their pronunciation, for increasingly they depend on context to indicate past time. Omission in pronunciation may be analogy to the strong verbs and certain irregular verbs, strengthened by the phonetic situation in some regular forms, by failure to hear the past ending fully, or by habits carried over in some cases from Louisiana French.

7. "Three Generations of East Texas Speech," Part I, Katherine Wheatley, University of Texas.

8. "Three Generations of East Texas Speech," Part II, Oma Standley, North Texas State College.

Study is based on recordings of speech of nine natives of the Nacogdoches region. This area was selected because it exhibits the oldest strata of Texas speech, gives a clear picture of the influence of plantation and hill types on each other, and indicates the extent and direction of levelling. Subjects come from different age and social groups. Three family groups are represented, each with three informants. Speakers range in age from 78 to 19. Some are plantation type, some hill type, some mixed. Variations are demonstrated by selections of significant words from most of the usual categories.

*English V: Contemporary Literature.*

*Chairman, Joseph Cohen, Tulane University;*

*Secretary, James C. Colvert, The University of Texas.*

1. "Preface to the study of Yeatsian Space-Time," Hazard Adams, The University of Texas.

The nature of spatio-temporal forms in poetry is implied in Yeats' ironic, philosophical satire, *A Vision*. Yeats' treatment of space-time appears specifically in his use and discussion of mathematics throughout the book—in his explication of the principle of the "great wheel" and the "gyres" and his application of these geometrical diagrams to history. Less directly, it is revealed in his tentative comments upon the analogy between his poetical system of symbols and mathematics as a symbolic system. This analogy reveals much about the relation between literary space-time and so-called "objective" or "real" space-time.

2. "A Fable: Jehovah Unmasked," Marjorie Kimball McCorquodale, University of Houston.

*A Fable*, Faulkner's most obscure work, is a modern morality, a re-

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construction in contemporary terms of the events of Passion week, including a Savior, a Judas, a last supper, a Peter who denies the Christ three times, a crucifixion, and a crown of barbed wire. It reveals similarities in point of view to the dynamic and misunderstood philosophical movement, existentialism. Its theme that the decisive act of a single individual can affect the world is both characteristically Faulknerian and markedly existential. It unmasks as paradoxical some conventional views of deity. Like other Faulkner works, *A Fable* bears witness—to man.

3. "Edward Thomas: Poet of Birds," Thomas P. Harrison, The University of Texas.

Writing about poetry, Thomas states that "the clearness of the physical is allied to the penetration of the spiritual vision." Birds as they appear in his own poetry, years later, fully reflect this ideal. At times birds are depicted for their own sake with the eye of a naturalist rarely gifted with words. Sometimes feeling is dominant and yet balanced by the objective scene which has evoked it. Never more happily than as poet of birds has Thomas realized "the power that sees a thing alive in the mind's eye."

4. "A Golden Mean for the Negro Novel," Blyden Jackson, Southern University.

Novels by Negroes for some time rested much of their protest upon an appeal for sympathy for the tragic mulatto. This was probably ill-advised. Their tragic mulatto was more white than black. He was also pro-aristocratic. But in America bourgeois values markedly prevail. A reading of the work of Negro novelists with an eye on chronology reveals a tendency for the development therein, albeit not without some interesting experimentation, of a sounder stereotype, the Negro protagonist of pronounced middle class leanings, although of proletarian origins. This sort of protagonist is obviously more "American" than the tragic mulatto.

5. "Conrad's 'Complicated Presentations' in *Heart of Darkness*," Stewart C. Wilcox, University of Oklahoma.

Conrad's moral meanings in *Heart of Darkness* are revealed in his way of complicated presentation, a method that deepens both the perspectives of his imagery and the significances of the symbols which emerge from its patterns. His presentations thus have fundamental functions, for

their interplay gives rise to the resonances of the recorded events. Such images as the whited sepulchre, blackness and darkness, bones (including ivory, a symbolic image of quest, material selfishness, and death), Time, and nightmare, all contribute to a full understanding of Marlow's journey in search of himself and Kurtz's tragic degradation.

6. "The Malefactors in *The Golden Bowl*," J. A. Ward, Southwestern Louisiana Institute.

In James' *The Golden Bowl*, the Americans—Maggie and Adam Verver, as well as the Europeans, Charlotte Stant and Prince Amerigo—help cause the intense moral evil which is central to the novel. The illicit relation between Charlotte and the Prince is merely the objectification of the evil which is essentially the product of an attempted synthesis of irreconcilable personal and national characteristics. The flaws of the Ververs—moral naiveté and the capricious use of power—are peculiarly American; the flaws of the Prince and Charlotte—the lack of amoral sense and an association with the evil of the past—are peculiarly European.

## FRENCH

French I: Philology and Literature to 1600.

Chairman, William S. Woods, Tulane University;

Secretary, H. L. Robinson, Baylor University.

1. "The General Neologisms in Jean Giono's Writings," Wayne C. Gilman, Hendrix College.

The style and language of this modern French writer from la Haute Provence have attracted considerable attention and interest among scholarly readers. It is with one phase of that language that this paper is concerned: the general neologisms.

Although Giono has employed five different types of neologisms in his novels, the following definition applies to all of them. A neologism, as used here, denotes any general lexical creation or derivation, indicated by Giono as having originated with him, which has not been established as current in the language.

The paper terminates with a sketch of some of the reasons which have prompted Giono to create and employ these neologisms.

2. "The French Spoken in Lafourche Parish, Louisiana," John Guilbeau, Louisiana State University.

## The man who reads dictionaries



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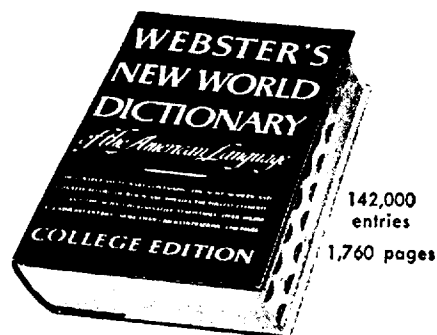
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## WEBSTER'S NEW WORLD DICTIONARY

of the American Language  
COLLEGE EDITION



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This paper examines the vowel and consonant phonemes of the Louisiana Acadian French spoken in Lafourche Parish, along with some of the most common variations and alternations. From this analysis Lafourche French appears as a fairly unified language without being homogenous. A study of the varied origins of the population of the area and of the unifying factors within the group throws some light on this uniformity and diversity in the language. This has an important implication for studies in Louisiana French; namely, that the speech of one informant cannot be taken as fully representative of the language of this region.

3. "Marie de France's *Chievrefueil*: A Lost Episode of the *Tristan* Legend," Thomas C. Rumble, Louisiana State University.

Much scholarly controversy has centered around the relationship of Marie de France's *Chievrefueil* to the larger *Tristan* legend. Despite her own statement that she is retelling an older Breton *lai*, scholars have fairly unanimously concluded that the *Chievrefueil* is wholly Marie's invention and that it was probably inspired by the "chips-on-the-stream" motif of some very early, perhaps oral, version of the *Tristan*. This paper contends that Marie's statement concerning her source may be taken at face value, particularly since there exists in all of the early written versions of the *Tristan* legend a rather awkward gap which is filled perfectly by the *matière* of Marie's *lai*.

4. "Montaigne et ses Ides de Politique," Guy Quoniam de Schompré, Consul Général de France à la Nouvelle Orléans.

En 1590, Montaigne écrivait une lettre à Henri IV, à la date du 18 juin. Cette lettre est le testament politique de Michel de Montaigne et reflète les idées qu'il voulut exprimer dans sa vie et dans ses écrits.

L'étude de ce document permet, à la lumière de ces "Essais" et du "Contr'un" qui est en toute vraisemblance une interprétation par Montaigne des idées de la Boétie, et des siennes propres, de considérer cette lettre comme le testament politique de Montaigne qui mourut deux ans après, en 1592.

5. The Rôle of Literature in Foreign Language Instruction," by Roger Shattuck, University of Texas.

Recent discussion of foreign language instruction has concentrated on linguistically sound procedures at an elementary level. The colleges,

however, continue to carry the burden of language instruction. Taking full advantage of new methods, a worth-while two year "language requirement" program is more than ever committed to advance beyond the purely linguistic level of instruction and to use the new language in dealing with a mature subject matter. The soundest pedagogical method for presenting language as a tool, as a social and cultural expression, and as an art, is the study of literature. The latest innovations in classroom technique have tended to overlook several excellent teaching procedures based on the close study of literary texts.

*French II: Literature before 1800.*

Chairman, Edward M. Stack, The University of Texas;

Secretary, Sister Mary Augusta, Xavier University.

1. "A Typical Sixteenth Century French Play," Lancaster E. Dabney, The University of Texas.

A survey of extant French plays (1550-1610) reveals common characteristics: 1) great variety of subject matter; 2) most depict a climax, although some portray a whole life; 3) tragedy and terrible deeds are synonymous; 4) most use Seneca as model and a contamination process.

Typical tragedy: act I. Monologue by ghost, Fury or king. II. Protagonist in monologue or dialogue confesses forebodings. III. Enemies make plans. IV. Enemies triumph; protagonist goes to doom. V. Lamentations. Acts I-IV followed by choruses.

Conformity to unities, often mentioned, is exceptional; medieval simultaneous setting, with occasional modifications, was the rule.

2. "The *Bibliothèque anglaise* and the *Lettres philosophiques*," George B. Davis, Centenary College.

'*Voltaire révéla l'Angleterre* . . .' no longer describes the premier 18th century literary event. Professor Bonno's *La Culture et la civilisation britanniques* . . . (1948) compels revision. '*Une diffusion . . . vaste d'informations variées* . . .' is the real revelation '*opérée par les journalistes* . . .'

This paper offers a brief history of the *Bibliothèque anglaise* (Amsterdam 1716-1728), its editors and contents in relation to French readers' interests. Two successive editors—Michel de la Roche and Armand de la Chapelle—lead in publicizing English Deism abroad. We conclude the *Bibliothèque anglaise* is preparatory to those *Lettres philosophiques* dealing with religion.

3. "La Folle Sagesse de Pierre

Charron n'était vraiment pas si folle," Jean Charron, The University of Texas.

The literary criticism on Charron, more than with most authors, seems to have evolved under some sort of witticism. The Abbé Brémond, continuing in this tradition, wrote an article published in *Le Correspondant* in 1913, entitled "La Folle Sagesse de Pierre Charron" in which he attacks violently Charron in the same fashion Garasse had used. He also castigates Sabrié, who had just published a study on Charron (his doctoral thesis): "De l'Humanisme au Rationalisme." Brémond presents to us a picture of Charron, shadow of Montaigne, almost smelling of the fire which punished heretics.

However, Sabrié's study did not deserve this criticism; and Charron's *De la Sagesse*, far from being a folly, is a valuable contribution from a great humanist. Charron was a great preacher, a good churchman, and has shown us in his writings that he had a keen and healthy concept of his religion.

*French III: Literature after 1800.*

Chairman, E. Lee Ford, Centenary College;

Acting Secretary, Will L. McClen-don, University of Houston.

1. "Paul Claudel, Citoyen du Ciel ou de la Terre," Reverend Ralph S. March, University of Dallas.

Its main purpose is to show the quite strong tension between two aspects of Claudel's genius. One, which I could call the earth-bound, bourgeois and peasant, the realistic Claudel, the world grandfather and patriarch . . . and the others more generally known: Claudel the poet, the mystic, the exacting christian of the Middle Ages, intolerant, rigorous, Heaven-bound, full of metaphysical and theological ideas.

To illustrate these aspects, I shall use a few of his plays; *L'Otage*, *Partage de Midi* and of course, *Le Soulier de Satin*.

2. "Proust and Impressionism," Jean Autret, Trinity University.

Painting is one of the great themes of Swann, and many critics have attempted to identify Elstir and his works or his models. Zola had already introduced the theory of Impressionism in *L'Oeuvre*, but we had to wait until Proust for a novelist to give a clear and thorough analysis of impressionism in art and literature. Of particular interest are Proust's sources and philosophical basis.

3. "Jean Jacques Bernard —

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## ABSTRACTS

French Trout versus American Hamburgers," Marian De Shazo, North Texas State College.

Jean Jacques Bernard's radio sketch, *8 Chevaux, 4 Cylindres—et pas de truites!* is undoubtedly the source of inspiration of James Thurber's short story, *A Couple of Hamburgers*.

In both instances, an automobile outing is spoiled by nagging wives who are specialists in back seat driving. Seemingly without intent, the hen-pecked husbands unenthusiastically drive past, on the one hand, the "Hotel des Trois Anes, spécialité de truites", and, on the other, "Cute diners." In mid-afternoon they stop at the uninspiring Hotel de la Gare and at the Elite Diner. The ladies refuse to eat because of the filthy premises.

4. "Gide and Music," Joseph A. Slechta, Tulane University.

We must differentiate between the use of music as subject-matter in Literature and the use of musical design as a model for literary composition. The term, *transposition*, might well be confined to the transfer of design between the arts.

Gide's use of harmony in *Les Faux-monnayeurs* is a good example of transposition, although his composition includes other levels of technique. An examination of the novel and of Gide's pronouncements upon harmony, seem to indicate that the novel is significantly influenced by Gide's personal concept of musical harmony.

## GERMAN

German I: Linguistics and Pedagogy.

Chairman, G. Waldo Dunnington, Northwestern State College of Louisiana;

Secretary, Joseph B. Wilson, Rice Institute.

1. "Karl Kraus and the German Language," Wilma A. Iggers, University of Arkansas.

Karl Kraus (1874-1936) of Vienna was essentially a cultural critic dealing with moral and intellectual decay he saw in the world, particularly through his principal medium, *Die Fackel*. To him language had a high intrinsic value, not to be tampered with for a conscious purpose. Kraus was critical of Heine and his spiritual descendants. He was convinced that only a good man could write a good piece of literature. The victory of Nazism was to him essentially the victory of the misused word, exceeding by far what he had prophesied

in his *Untergang der Welt durch die schwarze Magie*.

2. "Poetic Translations for the German Class," Carl Hammer, Jr., Louisiana State University.

Since German lyrics in English rarely do full justice to the foremost genre of Germany's literature, it is difficult to present them as satisfactorily in a "masterpieces" course as the *Novelle* and drama. However, German poems in acceptable translation facilitate early reading of the originals. Beside aiding comprehension, they furnish appropriate paraphrasing for avoidance of translating literally. For advanced courses their significance is mainly one of poetic interpretation and, broadly speaking, comparative literature. Moreover, the extensive body of verse in passable English rendition forms one of the most impressive facets of Anglo-German and, especially, American-German literary relations.

3. "The Bilingual Humor of 'die schönste Lengevitch,'" W. A. Willibrand, The University of Oklahoma.

This paper, which was previously presented at the September, 1957 meeting of the American Dialect Society, examines the American-German dialect humor of Kurt M. Stein, with special reference to the omnibus volume, *Die Allerschönste Lengevitch*. Rhymes, puns, lexical absurdities, and the adaptation of loan words to morphological and syntactic considerations are important aspects of this humor. Stein's forte, however, is the humor of situation. He seems to be at his best when he presents the contrast between behavior that is positively correct, humble, or refined on the one hand, and ludicrously incorrect, conceited or bungled on the other.

German II: Literature to the Death of Goethe.

Chairman, Carl Hammer, Jr., Louisiana State University;

Secretary, William Eickhorst, University of Mississippi.

1. "Andreas Hartknopf Redivivus," C. Waldo Dunnington, Northwestern State College of Louisiana.

*Andreas Hartknopf*, the second major work of Karl Philipp Moritz, abounds in symbolism. At the beginning of the tale Hartknopf appears as a pilgrim—something which reminds us at once of the wanderings of Reiser. The reader is immediately aware that this pilgrimage has a mystical or symbolic meaning. The novel ends on the same note when Hartknopf deserts wife, child, profession and home: "Und Hartknopf nahm seinen Stab und wanderte

nach Osten zu" (p. 139). The novel has many lyrical passages of prose-poetry; its motifs are speculative and mystical. The pedagogical value of the "Todesgedanke" (pp. 99-101) was probably not original with Moritz.

2. "Die Bühne des Hans Sachs," Wolfgang F. Michael, The University of Texas.

The stage of Hans Sachs, in form and time between the theatre of the Middle Ages and the theatre of the baroque (leading to the modern development) and fairly little influenced by the newly created humanist drama, is of special significance. Max Herrmann first reconstructed this stage in the Marthakirche in an ingenious, if onesided fashion. Albert Köster replaced this plan, but his design is too specific. A new reconstruction, drawing also on the neglected Fastnachtsspiele, must fit into all the various localities where Hans Sachs plays were performed. Herrmann's and Köster's findings are a valuable basis.

3. "Bergengruen and Kleist — Some Parallels," Mariana A. Scott, Xavier University.

This paper proposes to study four sets of parallels between the works of Heinrich von Kleist and Werner Bergengruen. *Das Feuerzeichen* and *Michael Kohlhaas* are both concerned with the individual's efforts to obtain justice from the state. The Ellnhofen theme in *Am Himmel wie auf Erden*, like *Prinz Friedrich von Homburg*, centers about the problem of the individual versus the state. Both *Der Grosstyrann und das Gericht* and *Der zerbrochene Krug* present judge and culprit in one and the same individual, while *Die Feuerprobe* and *Der Zweikampf* deal with divine justice.

4. "Die Schwänke von Martinus Montanus: Stoffwahl und Arbeitsweise," Erich H. Eicholz, University of Oklahoma.

Die Schwänke von Martinus Montanus sind wie die anderen Schwanksammlungen um die Mitte des 16. Jahrhunderts eine Reaktion auf die vorhergehende literarische Kost von polemischen und religiösen Schriften der Reformationszeit. Der Hauptteil seiner Stoffe besteht aus Märchen und heiteren und kläglichen Geschichten aus dem Alltagsleben, von denen rund ein Drittel mit geschlechtlichen Dingen zu tun hat.

Montanus' Arbeitsweise ist sehr einfach. Wo ihm seine Vorlage nichts bietet, da hat er auch nichts zu berichten. Obwohl er viel aus

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dem 'Dekameron' Boccaccios entnommen hat, wurde er doch dadurch nicht dazu angeregt, ähnliche Stoffe novellistisch zu bearbeiten.

5. "Heinrich von Kleist in Würzburg," Earl N. Lewis, Louisiana State University.

Heinrich von Kleist's mysterious trip to Würzburg in 1800 is generally considered the most important event of his life. It was at that time he awoke to a cruel literary genius which was to make him recognized over a century after his death as Germany's greatest technician of the drama and one of the best writers of stories.

As the secret-shrouded goal of the trip, it is suggested that Kleist sought "psychotherapy."

### German III: Literature Since 1832.

Chairman, James C. Cornette, Jr., Austin College;

Secretary, Leroy R. Shaw, University of Texas.

1. "Heine in America," Erich A. Albrecht, Newcomb College.

The purpose of this paper is to show that the reception which Heine has found in America during the last hundred and twenty-five years depends to a considerable extent upon reactions to him which are based on certain moral and cultural values rather than aesthetic values. Like Goethe and Schiller, Heine was more often than not judged by what he did or what he was rather than by what he wrote or how he wrote it. This raises the question whether a poet like Heine can ever hope to be fully accepted in the intellectual climate of America.

2. "Ethical Problems of the Medical Profession in Arthur Schnitzler's Works," Theodor W. Alexander, Texas Technological College.

Arthur Schnitzler never stopped considering certain ethical problems of the medical profession which had been his. Several works treat the question of whether a physician should tell a person that he is doomed to death; others contain ideas on the problems of mercy killing and extermination of the physically unfit. Schnitzler also exposed the conflict that might exist between a physician's acting for the welfare of an individual as opposed to the welfare of society. An examination of all these ideas throws light on the medical profession as Schnitzler saw it in his day in Vienna.

3. "Another Look at Hanns Johst," U. Everett Fehlau, Tulane University.

Fascinated by the somewhat start-

ling fact that most German literary critics today still completely ignore Hanns Johst in their writings, I decided to take another look at him, with two chief aims in mind: first, to discover what has become of him since the war, and second, to re-establish why Hitler's immediate appointment of him to the leading literary position in the country had been inevitable.

In the second portion of my paper I shall briefly discuss Johst's chief dramas, listing the many ideas that later were considered as constituting the principal tenets in the Nazi philosophy.

4. "Griechische Dramen (Georg Kaiser und Gerhart Hauptmann)," Margaret Kober Merzbach, Georgetown, Texas.

Georg Kaiser: man has corrupted the beautiful world of the gods and therefore can avoid evil and suffering. Man is free to choose the way of sacrifice to the realm of grace in a world beyond reality. Gerhart Hauptmann: man is a pitiable creature lost in an unfeeling universe. Man's noble passionate resistance against fate does not free him from sin and suffering; only the self-sacrifice of the best opens a path into a—temporary—world of peace. Gerhart Hauptmann's "Atridentetralogie" presents the eternal tragedy of man. Georg Kaiser's "Griechische Dramen" a non-tragic escape into a mystical beyond.

5. "Thomas Mann's *Die vertauschten Köpfe*: The Catalyst of Creation," A. Leslie Willson, The University of Texas.

In this modern myth, based on an ancient Hindu legend, Mann has in the catalyst of his imagination created a tale of physical and metaphysical seduction. The sempiternal urge toward union of beauty and intellect, of body and mind is manifested in the innocent guilt of seducing or being seduced. Actual union is illusory and impossible in this world. Mann, in a rôle of seducer, with his parodistic irony involves even the reader in this universal blameless guilt.

6. "Eichendorff's *Die Entführung*: an Interpretation," G. Schulz-Behrend, The University of Texas.

In *Die Entführung* Eichendorff makes full use of his range of symbols to express his Romanticism. It is remarkable how the main characters here resemble some figures in *Ahnung und Gegenwart*: Diana parallels Romana; while to a lesser extent Gaston resembles Friedrich; and Leontine, Jule. As in *Ahnung*

und *Gegenwart*, the author's chief concern is with the flamboyant woman, in whose characterization he may have been influenced by Kleist's Penthesilea. But whereas Romana and Penthesilea perish by suicide, Diana sublimates her thwarted ambitions into a stern pursuit of holiness. Leontine bears some resemblance to Louise von Larisch, Eichendorff's wife.

## SPANISH

### Spanish I: Spanish Literature.

Chairman, Helen Yeats, Midwestern University;

Secretary, David Griffin, The University of Oklahoma.

1. "The Significance of Stereotypes in the Novels of Pío Baroja," Walter Borenstein, Louisiana State University.

It is interesting to note that Baroja, one of the most outspoken individualists of modern literature, should have placed such great emphasis on group stereotype throughout his work. There is almost no nationality, religion or social group that is spared his negative and often vituperative criticism. This paradox may be explained by his tendency to place the highly individualistic protagonists of his novels against a background of lesser stereotyped characters. In this way, Baroja is able to reflect his personal individualism in the heroes of his works while he develops his stereotyped anthropological views in his lesser personages.

2. "A Twentieth Century Adaptation of Lope's *La Dorotea*," Isabel Snyder, Loyola University.

In 1953 Eduardo Marquina presented his adaptation of Lope's *La Dorotea*. This is a three act play in verse, the versification changing like background music to suit the mood of the characters. The Marquina play moves rapidly, following in shortened form the events in Acts I, II, III. Marquina's Act III departs entirely from the novel in order to include Lope's old age after the publication of *La Dorotea*. Marquina's characters, though humanly weak as are Lope's, are developed naturally in a more restrained vein, and the play ends on an idealistic note.

3. "Seventeenth Century Spain as Seen by a Native Son—Francisco Santos," John H. Hammond, Texas

## ABSTRACTS

Christian University.

Francisco Santos is usually thought of as the last in the long line of Spanish picaresque novelists of the sixteenth and seventeenth century. His work is peculiarly characteristic of the decadent period in which he lived, following the Golden Age of Spanish letters. He is a proved plagiarist and his style is faulty. Yet in the *costumbrista* portions of his works Santos provides a multitude of interesting details concerning the life and customs of his times, particularly in Madrid. Social types, superstitions, economic conditions, moral standards, everyday activities—all are vividly and realistically portrayed.

### Spanish II: Latin American Literature.

Chairman, A. W. Woolsey, Texas Woman's University;

Secretary, Joan E. Ciruti, The University of Oklahoma.

1. "Imagination and evasion in the prose of Jorge Luis Borges," Miguel Enguidanos, University of Houston.

Jorge Luis Borges (B. 1889, Buenos Aires) was well known as a poet during the 20's and the 30's, but since 1935 has been publishing short novels that represent a new and very original form of Spanish prose.

In the field of the novel Borges has created a new world of imagination that in certain aspects, is comparable to that of Poe. In the opinion of the author of this study, this invention is the expression of one of the most dramatic problems of our times: escapism or the tendency toward the evasion of reality characteristic of many modern writers and intellectuals.

2. "The Literary Style of José Vasconcelos," John Hammond, Texas Christian University.

The literary style of José Vasconcelos, the Mexican philosopher, educator, sociologist, and essayist, is a faithful reflection of the man himself. His language is a mere vehicle for the expression of his personal attributes — simplicity, directness, frankness and sincerity, vigor and deep feeling. His keen memory for detail is evident in his rich and vivid descriptive passage, as is his talent for effective, swift-moving narration both in autobiography and the short story. He is a master of the invective, yet equally expressive in descriptions of the most tender emotions. He is especially skillful in summing up in a few words his appraisal of an individual or an event.

3. "The Discovery of the *Rabinal-Achí*," Carroll E. Mace, Tulane University.

This paper studies the contradictory descriptions of the discovery of the *Rabinal-Achí*, a Quiché dance-drama found by Brasseur de Bourbourg in 1855. According to his essay in the *Grammaire de la Langue Quiché* (1862), it was dictated to Brasseur by a grateful Indian, but a letter written to him much earlier as well as a note of Dr. Berendt affirm that he found it in a manuscript. I conclude that Brasseur, who tendend always to self-dramatization, found a manuscript but concealed the fact and created the story of the dictation to make the episode more vivid.

### Spanish III: Linguistics and Pedagogy.

Chairman, Majorie A. Bourne, University of Houston;

Secretary, Janet B. Sawyer, University of Texas.

1. "The Reading Method in the Americas," Reginald C. Reindorp, Mississippi Southern College.

In Latin America the reading method was applied in literacy campaigns where success was in direct proportion to previous speaking ability. Spanish-speaking people learned to read Spanish quickly, easily, and with efficiency. Non-Spanish-speaking aborigines were about as successful as Spanish-speaking students of Spanish and French in the United States using the same method.

To learn to read is to learn to associate graphic symbols with sounds—the acoustic symbols of meaning. The first steps in learning another language should be understanding and speaking it, with reading and writing delayed until effective communication is possible.

2. "The Comic Strip: A Source of Anglicisms in Latin-American Spanish," Joseph Matluck, University of Texas.

Most of our concern with Anglicisms in Spanish has been in the realm of vocabulary and morphology. Not enough has been said about the syntactical corruption of the language. The insidious contamination by means of the written word must be considered an important source of the ever-growing number of Anglicisms which plague our neighboring Latin-American Republics. And of course, the comic strip, when poorly translated, affects the speech habits of those least able to fight back against the philosophy of "It must be true—I read it in the paper".

## BOOKS BY OUR AUTHORS

This column, starting with this issue, will be expanded considerably, both as to a word limit for each review, and as to the type of work reviewed. The word limit has been raised from 200 to 300-500 words depending upon the category into which the work falls. The Editorial Board has divided books to be reviewed into categories of importance, and space available, they will be published in the order of importance. Original research, or fictional production, is still at the top of the list, followed by editorial production, and ending with an innovation, works on pedagogy. Textbooks, as formerly, will not be reviewed, but will be listed in a new column—BOOKS RECEIVED—with a short mention of the nature of the work.

WILL TOM CARPENTER. *Lucky 7: A Cowman's Autobiography*. Edited by Elton Miles. Illustrated by Lee Hart. Austin: University of Texas Press, 1957. 141 pages. \$3.50.

Though Will Tom Carpenter was no Andy Adams and *Lucky 7* no *Log of a Cowboy*, this unvarnished, colloquial account of the life of a boy and the boy-grown-into-a-man on the unfenced Western ranges is an authentic and entertaining addition to anyone's library.

The author calls himself Lucky 7 as he was a seventh child; his family and friends called him Bill. Born in Johnson County, Missouri, in 1854, he was taken as a baby to "bleeding Kansas." In 1862 the family, who were Confederate sympathizers, gave up farming in Federal Kansas for ranching in Colorado. In two years both parents were dead and young Bill was being looked after by his oldest brother J. B., the one with the red headed hellion of a wife. It was with this brother and his outfit—the two came to be partners when Bill was eighteen—that Lucky 7 ranged in most of the Western states—Colorado, Wyoming, Montana, New Mexico, Oklahoma, finally landing in Texas in 1875 where he stayed.

Violence there was a plenty during this odyssey—attacks from Indians, fights over cattle, weather calculated to madden man and beast—but these are never highlighted in the recounting. What to Bill Carpenter was chiefly worth preserving on his penciled pages were the everyday details of riding herd, the excitement of spring and fall roundups, and best of all, the drives to market, as he puts it, "The wide, wide world before us, behind us, and on both sides"—a fine life for boys and men. The few good women seemed either to die or marry someone who offered a more settled life. The others were just plain nuisances like the spinster teachers of the "log cabin colleges"

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and his red headed Irish sister-in-law, who was always having to be boarded in Denver or go back home on visits, and a good riddance it was when she left for good.

After his brother's death in 1880, Lucky 7 was less lucky, finally being reduced, as he considered it, to raising goats West of the Pecos. By then he had "met his water lou," and was married to a woman from the Show-me State. "Right here," he wrote in the last of the "Boy Blue" composition books, "I leave off with 'my Diary,' for I think when an old cow man that has spent the best part of His life handling Cattle, quits the Cattle business and goes to herding goats, that it is high time that he should quit keeping tabs on His self."

Elton Miles, Professor of English at Sul Ross State Teachers College, at Alpine, Texas, and President of the Texas Folklore Society, has wisely refrained from red penciling the flavor out of the manuscript that he procured through one of his students. With only the regulating of punctuation for clarity, Mr. Miles has printed the manuscript as Carpenter finished it around 1924, nine years before his death. In carefully prepared footnotes, proper names are given their correct spelling, people and places identified, needed historical data supplied, and ranch terms explained. Mr. Miles' pleasantly written Introduction adds appreciably to the book. The account of his coming by the manuscript is a good story in itself. Lee Hart's illustrations are lively, though one wishes for the photograph mentioned in the Introduction. The format is attractive, as with all books published by the University of Texas Press.

Mabel Major  
Texas Christian University

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JOHN C. DOWLING, *El pensamiento político-filosófico de Saavedra Fajardo*. Murcia: Sucesores de Nogues, 1957. 301 pp.

No greater homage could be paid to a man whose third centenary was celebrated in 1948—Saavedra Fajardo—than to commemorate that event with a publication about his life and work. Professor Dowling, chairman of the Department of Foreign Languages at Texas Technological College, has set himself the task of studying the decline of Spain as it appeared to the distinguished statesman and author.

The preface leads us back to the

Peace of Westphalia in 1648, the general conditions in Europe, and the emergence of France as the ruling power. A lengthy first chapter introduces us to Saavedra's personality and to his diplomatic career which took him to Rome, the Bavarian court, Muenster, and Westphalia. Saavedra, Professor Dowling writes, almost completely dominated his superiors. He was not only a diplomat but a writer and a poet. To these activities Professor Dowling dedicates the third chapter, where he reveals that Saavedra had a flare for the burlesque. Science seemed to have little value for life—apparently a general reaction of the times to science.

As the study progresses, he gives Saavedra's primary reasons for Spain's decline. Paradoxically, one of these is Christianity. "El Cristianismo servía para fortalecer la tendencia a pensar en el descaecimiento." Further, the life of a nation is limited by time. "No son las monarquías diferentes de los vivientes o vegetables. Nacen, viven, mueren . . ." Europe's hostility did its share. "Han hecho los herejes una gran liga, que toda ella (Europe) conspire contra España." The disgrace of Europe is, according to Saavedra, that so many women ruled countries (France, Sweden, Hesse). Their passion predominates. Prudence no longer exists.

It would seem unnatural if Saavedra, preoccupied with such a grave problem, would not have given advice to an ailing condition. He was convinced of the value of education and pointed to it as a determining factor in combatting the decline of his country. "Capacidad nativa y asistencia divina" were not lacking to further the rebirth of the country. Hence his main work, *Idea de un principe político cristiano representada en cien empresas*, deals with the education of a prince. The physical element of strength and a certain amount of rudeness should not be absent.

The book is a fine contribution to the historic knowledge of an age torn by war and dissension.

A bibliography and list of primary sources complete this study.

Oscar A. Fasel  
Midwestern University

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MAX FREUND, *Gustav Dresel's Houston Journal, Adventures in North America and Texas, 1837-1841*, University of Texas Press, 1945. XXX+168.

Max Freund, a founding member of the SC-MLA, has given us an an-

notated edition of a manuscript of one of the founding colonizers of the German element in Texas. Not only does this clear and straightforward translation of the journal of this educated Rhinelander, a friend of the poet Hoffmann von Fallersleben, make available to the English reader a first-hand account of every-day life during the period of the intrusion of north European settlers in our Spanish Southwest, but it presents vivid pictures of primitive frontier life in Anglo-Saxon settlements in Iowa, Mississippi and northern Louisiana. Considerable attention is devoted to the quasi-French metropolis, New Orleans. Glimpses into the state of affairs in New York, Philadelphia and Washington are also recorded.

The value of Dresel's text is enhanced by the editor's extensive and informative introduction and his copious and erudite notes (pp. 127-151), a scholarly performance containing generous bibliographical material.

The volume is very attractive; the paper good; the print clear, and the "cuts" (nine illustrations) sharp and interesting. An adequate index closes the work.

Persons interested in the emergence of modern north-European civilization in our Southwest will find this book very enlightening and entertaining.

John T. Krumpelmann  
Louisiana State University

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LEVY, LEO B. *Versions of the Melodrama: A Study of the Fiction and Drama of Henry James, 1865-1897*. Berkeley: University of California Press, 1957. \$2.50.

James' developments of form and idea from the external situations and "outside" character studies of his early novels and plays to the "gesture" of action and "inside" character studies of the late novels are major points of interest in this monograph. Also studied are James' obligations to the chief literary form of his time, the melodrama, and his relationship to the tradition of melodrama.

The novels to 1897 are represented as "melodramatizing the idea of

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evil" through such "villains" as Gilbert Osmond and Dr. Sloper, and to this type of portrayal and its consequent melodramatic form, much of James' early failure to come up to the standards of the late novels is attributed. The plays, with two exceptions, are pronounced "inescapably trivial" but contributive to James' search for form.

Although much of the material of this work may appear to any reader of James an extended assertion of the obvious, its documentation of James' progress as a creative artist at grips with a traditional form in his attempt simultaneously to overcome it and retain its best virtues is of much value and helps to clear the way to a more exact internal analysis of the James novels.

Charles A. Raines  
University of Houston

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MALE, ROY R. *Hawthorne's Tragic Vision*. Austin: University of Texas Press, 1957. 187 pp. \$3.75.

In reviewing Mark Van Doren's *Nathaniel Hawthorne* for the *Nation* in 1949, Irving Howe said, "Though Hawthorne has received the best criticism of any American novelist . . . there is need for two kinds of restatement—a serious biography that will restore him as an artist, and a sustained examination of the themes and values in his work." It is apparent that most of the more recent books—Richard H. Fogle's *Hawthorne's Fiction: The Light & the Dark* (1952); Hyatt H. Waggoner's *Hawthorne: A Critical Study* (1955); and now Roy R. Male's *Hawthorne's Tragic Vision* are in the second category.

To Male Hawthorne was a talented and important writer but "not a great novelist, in the strict sense of that term." He has evidently studied Hawthorne and his milieu extensively. His remarks on Hawthorne's relation to Carlyle, Emerson, Thoreau, and other contemporaries seem valid, and his relating of Hawthorne to later writers like Bergson, Eliot, and Warren is logical and suggestive. He has criticized several of the short stories well, and his pursuing of the tragic vision through selected short stories and the major novels is instructive and provocative.

It is not clear, however, that this new book is a major contribution to Hawthorne scholarship. I cannot approve the cavalier dismissal (p. 10) of *Fanshawe*, all but eight or nine of the short stories, and, especially,

the "late fragmentary romances." These fragments represent half as much writing as the four completed novels and probably most of Hawthorne's deepest thought during the last decade of his life; surely they are not unimportant to his "tragic vision." There is a question also if Professor Male's approach is broad enough. In the whole book, I found no references to Longfellow, Lowell, Holmes, or Whittier. Hawthorne often met these prominent writers at The Saturday Club and elsewhere; their influence on him can hardly have been negligible. Also, I suspect that Dante influenced Hawthorne more than Male indicates. Finally, although he invokes *Ecclesiastes*, *Paradise Lost*, and *Faust*, he ignores a major document on the problem of good and evil which Hawthorne must have known well—the *Book of Job*.

I turn from a second reading of the book to wonder if Professor Male and others are not attempting to make of Hawthorne more of a philosopher-theologian and less of a creative artist than he tried to be or was. His letters and note-books show that he was, with misgivings, a struggling professional writer in a bustling young nation which as yet scarcely recognized literature as a profession.

In format the book is attractive. The index is helpful. The style and context do not make for easy reading, but the volume should prove useful, at least to the Hawthorne specialist.

Cecil B. Williams  
Oklahoma State University

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PHILIP M. MARSH. *How To Teach English in High School and College*. New York: Bookman Associates, 1956. 172 pages. \$3.00.

*How To Teach English in High School and College*, as its title indicates, has scope broader than that of many books on the methods of teaching English. It is for experienced as well as new teachers who regard not merely methodology but mastery of their subject as essential to their success in their classrooms. Methods of teaching composition and literature are given in dramatic detail with no neglect of such perennial problems as themes, drills, tests, grading, and conferences. In fact, much fresh and professionally encouraging information appears in the 143 pages devoted to the teacher and the art of teaching: mastery of material, fair testing, understanding of students, and self-examination.

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Revised, updated  
... and enlarged

## THE NOVEL OF VIOLENCE IN AMERICA

By W. M. Frohock

Enthusiastically received by the critics when first published in 1950, *The Novel of Violence in America* has been out of print for several years. Now W. M. Frohock has revised and enlarged his examination of the contemporary American novel, offering much new material on Hemingway and Faulkner, and adding chapters on Robert Penn Warren, James Agee, and "The Menace of the Paperback" to the original studies of Dos Passos, Wolfe, Farrell, Caldwell, Cain, and Steinbeck.

W. M. FROHOCK, chairman of the Department of Romance Languages and Literature at Harvard University, is the author of *André Malraux and the Tragic Imagination*.

*Comments on the First Edition*

"... A cheerfully challenging discussion."—*New York Times*

"... Generally enlightening and always absorbing."—*Saturday Review*

"... Crisp, and fascinating as some of the best novels themselves." —*Library Journal*.

250 pages, \$4.50

SOUTHERN METHODIST  
UNIVERSITY PRESS

DALLAS 5, TEXAS

## BOOKS

The author, Philip M. Marsh, commands the teacher's interest and respect through his capable handling of both subject and method. He is specific and practical. His method of grading, in particular, as first described in his book *Writing Right* challenged teachers in the English Workshop on Current Trends in English at the Texas Woman's University in 1950 and, upon its reappearance in *How To Teach English* (1956), again challenged the members of this workshop in the summer of 1957. The author of *How To Teach English in High School and College* is a teacher of experience speaking a language that teachers of English understand. He offers not only useful and practical chapters on methods but appendices significantly informative about teaching and trends in education. Of two related problems—general and progressive education, he observes, for example, that their basic theory contributes "a real threat to scholarship, for neither general nor progressive education appears to be interested in high standards of learning performance."

Professor Marsh has taught in high school in Maine and in such institutions of higher education as the California Institute of Technology, the University of Minnesota, the University of New Mexico, and Adrian College, Michigan, where he was Chairman of the English Department until his resignation in 1957 to join the English staff of Texas Lutheran College.

Autrey Nell Wiley  
Texas Woman's University

\* \* \*

WILLIAMS, CECIL B. and BALL, JOHN.  
*College Writing*. New York:  
Ronald Press Company, 1957.  
475 pp.

This is a sensible and highly interesting approach to the composition problem which exists in most of our colleges and universities. That is not to say that this is a remedial text; it is not. It is, to paraphrase the authors in their preface, a presentation of the entire field of college writing and its relation to post-college writing, thereby placing college composition in a frame and giving it a design.

For the freshman, the text concentrates on the writing of examinations, exposition, argumentation, research papers, critical papers, and reports. All of these types are discussed and illustrated in such a manner that the student can see some meaning and purpose in them and—

wonder of wonders—may even wish to become proficient in them.

The section of the book dealing with grammar is quite adequate—and enlightened. The authors have combined "rhetoric, nonprescriptive grammar, spelling, and punctuation with approaches derived from linguistics, psychology, and anthropology."

A unique feature of the book is its treatment of advanced college writing, a feature which makes it, of course, suitable for any level of student writers. Various types of creative writing, journalism, and scholarly writing are defined, illustrated, and examined.

The copious material makes possible fresh and varied techniques of presentation and focal points.

Lee Morgan  
Centenary College of Louisiana

## BOOKS RECEIVED

Books listed in this column have been received by either the editor or one of the associate editors. Those books reviewed, or to be reviewed at a later date carry no explanatory remark; others carry a brief explanation of their contents.

*College Writing*. Cecil B. Williams and John Ball. New York: Ronald Press Company, 1957, 475pp.

*El pensamiento político-filosófico de Saavedra Fajardo*. John C. Dowling. Murcia: Sucesores de Nogues, 1957. 301 pp.

*Gustav Dresel's Houston Journal, Adventures in North America and Texas, 1837-1841*. Max Freund. University of Texas Press, 1945. xxx+168.

*Hawthorne's Tragic Vision*. Roy R. Male. Austin: University of Texas Press, 1957, 187pp., \$3.75.

*How To Teach English in High School and College*. Philip M. Marsh. New York: Bookman Associates, 1956, 172pp., \$3.00.

*The Letters of James Freeman Clarke to Margaret Fuller*, edited by John Wesley Thomas, *Britannica et Americana*, N. F., Band 2, Hamburg, 1857. (To be reviewed in next issue of the *Bulletin*.)

*The Rice Institute Pamphlet, Honoring George Wesley Whiting, XLIV* (April 1957), No. 1. Articles by colleagues of Professor Whiting at the Rice Institute. For titles of the individual articles, see **PUBLICATIONS**.

*Tulane Studies in English*, VII, 1957, Price \$2.00. Articles by numerous members of the staff of the Department of English at Tulane.

For titles of individual articles, see **PUBLICATIONS**.

*Versions of the Melodrama: A Study of the Fiction and Drama of Henry James, 1865-1897*. Leo B. Levy. Berkeley: University of California Press, 1957. \$2.50.

## NECROLOGY

Professor R. H. Griffith, who had taught English for almost half a century in The University of Texas before his retirement in 1952, died in Austin December 11, 1957. Dr. Griffith was best known for his authoritative bibliography of Alexander Pope, published in two volumes by The University of Texas some thirty years ago. But he was also known throughout the scholarly world as a master of eighteenth-century English literature and as a teacher who inspired many other scholars to profitable research in this period. For forty-five years he continued to publish articles in the learned magazines of America and England, elucidating facts and criticism of his field. He contributed the section on Alexander Pope to the *Cambridge Bibliography of English Literature* and was responsible for the purchase of the Wrenn Library and the Aitken Library by the University of Texas. He was one of the original members of the South-Central Modern Language Association, refused election to the presidency of that body, but was later elected its first honorary member. He also founded and became first president of the Texas Conference of College Teachers of English.

\* \* \*

Grace M. DeMotte, associate professor of English at the Oklahoma State University, died on October 31, 1957, from a heart attack.

\* \* \*

Julia Ann Reed (Southwest Texas State Teachers College), whose death was reported in the October Bulletin was a member of the English staff from September, 1956, until her death in Lafayette, Indiana, on July 12, 1957. She held degrees from the University of Michigan and Purdue University and had studied at the University of Oslo.

\* \* \*

#### Resolution Regarding the Death of Professor Irene Huber

The members of the German sections of SCMLA wish to express their deep sorrow at the news of the death on October 19, 1957, of

See NECROLOGY, Page 25

## NECROLOGY

their beloved and highly esteemed colleague, Professor Irene Huber of Texas Christian University.

At a time when it seemed that the study of the German language and of German literature was in a decline, Professor Huber, having recently arrived from her native country of Switzerland, encouraged all of us by her absolute faith and unquenchable optimism to re-examine our situation and to return to our various colleges and universities again and again with a new sense of hope and enthusiasm.

From her immediate colleagues and students we know that she was one of the most successful, beloved, and inspiring teachers of German. Although a relative stranger in this country, she had gained for herself a warm place in the hearts of all of us. She will forever remain alive in our memory as one of the finest Christian members of our profession.

The members of this committee respectfully request that the appropriate officers of this organization send a copy of this resolution to the immediate members of her family and to the administrative officers of Texas Christian University.

Signed,

*J. C. Cornette, Chairman  
Erich A. Albrecht  
Gilbert J. Jordan*

## NEWS NOTES

## AMERICAN LITERATURE

**Leighton Rudolph** and **Leo Van Scyoc** (Arkansas) attended the meetings of the American Studies Association at North Texas State College on December 7.

**Rackinsack**, a folk comedy on the tune and tale of the Arkansas Traveler by **Robert Morris** (Arkansas), was produced by the University of Arkansas Summer Theater and given a special performance in connection with the annual festival of the Arkansas Folklore Society, June 28-29. A tape recording of the performance has been placed in the archives of the Arkansas Folklore Society at the Library of the state university.

**Leighton Rudolph** (Arkansas) was visiting professor of American literature at Texas Western College during the first summer session. At the same time **Joseph Leach** (Texas Western C.) was visiting professor of American literature at the University of Arkansas.

\* \* \*

**Cecil B. Williams** (Oklahoma SU)

has accepted an invitation to judge the short stories submitted in the 1958 prize competition of the College Writers' Society of Louisiana. Prizes for the fifth annual contest of the Society will be awarded at a banquet in Ruston, March 22, 1958.

\* \* \*

**Doris Johnson** and **Ima H. Herron** (SMU) attended the September meetings at the University of Wisconsin of the Modern Language Association, the College English Association, and the American Studies Association. As secretary of the South-Central-CEA, Professor Herron participated in the panel discussion at a breakfast meeting of regional CEA leaders. **Patrick Hogan** (Mississippi SC) served as chairman at that meeting, and the region was also represented by **Milton S. Smith** (Southeastern La. C).

During the summer of 1957, Professor Herron vacationed in Mexico City, Queretaro, Guanajuato, Guadalajara, and elsewhere in Central Mexico. During the spring semester of 1958, Professor Herron will be on a sabbatical leave to continue research for a study of the small town or provincial spirit in American drama.

At the October meeting of the S-CMLA, **John Lee Brooks** (SMU) was elected chairman of a new folklore section. He asks that all folklorists in the area cooperate in the activity of the new group.

\* \* \*

**Katherine Moroney** (Central Okla. SC) attended the last Conference of College Composition and Communication in Chicago.

\* \* \*

**Scott C. Osborn** (Mississippi SC) has attended fall meetings of the MLA, American Studies Association of the Lower Mississippi, the SAMLA, and the S-CMLA. He has been re-elected secretary-treasurer of the ASA of the Lower Mississippi for 1958, and has recently been appointed a member of the Bibliography Committee of the American Literature Group of the MLA.

\* \* \*

**Madge Davis** (Midwestern U) has recently directed an English workshop on the Midwestern campus and served as discussion leader for the college section of the District VII Texas English Workshop. This spring she has been invited to make luncheon talks at the district meetings of the Texas State Teachers Association at Abilene and Amarillo. This summer she will direct another English workshop at Midwestern, during

See NEWS NOTES, Page 28

## PROFESSIONAL STATUS

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Appointment: Professor in Department of Romance Languages

**Archer, Benjamin F.** (Southwest Texas State Teachers College)  
Appointment: Instructor of English

**Baker, William P.** (Southwest Texas State Teachers College)  
Appointment: Instructor of English

**Ballenger, Sara** (U of Oklahoma)  
Appointment: to the staff of the German Department—from University of Indiana

**Barker, Bernice** (Sam Houston State College)  
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**Becker Trotter, Mary Ann** (San Antonio College)  
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**Bennett, Nell Wayne** (Texas Technological College)  
Appointment: Instructor of English

**Besnard, Edith** (Gulf Park College)  
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**Bowling, L. E.** (Texas Technological College)  
Promotion: Associate Professor of English

**Brosman, Jr. Paul W.** (North Texas State College)  
Promotion: Associate Professor of French and German

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**Burris, Leslie** (Centenary)  
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**Charron, Jean D.** (U of Texas)  
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**Chatham, James** (Mississippi State College)  
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**Conder, John J.** (Southeastern Louisiana College)  
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Appointment: Instructor of English

**Cook, Larry** (Texas Technological College)  
Appointment: Instructor of English

See STATUS, Page 26

**STATUS**

- Copeland, Tom (Lamar State College)  
Appointment: Instructor of English
- Craft, Harvey M. (Delta State)  
Appointment: Assistant professor of English from Miss SC
- Culp, James (Abilene Christian College)  
Promotion: Associate Professor of English
- Daniel, Margaret (Arkansas Agricultural and Mechanical College)  
Appointment: Instructor of English
- Daniel, Wendell (Texas Technological College)  
Appointment: Instructor of English
- de Jaive, Edmond (Gulf Park College)  
Retirement: From the position of Chairman of the Department of Modern Languages.
- Dowling, John C. (U of Texas)  
Appointment: Visiting Professor in the Department of Romance Languages for fall term
- Eberly, Ralph D. (North Texas State College)  
Promotion: Associate Professor of English
- Ekker, Charles (Louisiana State University)  
Resignation: To accept position with U. S. Information Service as Director of Courses at the Instituto Peruano Norteamericano in Lima
- Ely, Barbara (East Central State College)  
Appointment: Instructor of Spanish
- Flenniken, Neita (Arlington State College)  
Appointment: Instructor of English
- Flum, P. N. (U of Arkansas)  
Promotion: Assistant Professor of French and German
- Fortenberry, George (Arlington State College)  
Promotion: Assistant Professor of English
- Gerding, Jess L. (North Texas State College)  
Promotion: Associate Professor of Spanish
- Gibbs, Beverly J. (U of Texas)  
Appointment: Instructor of Romance Languages
- Haile, Harry G. (U of Houston)  
Appointment: From Instructor of German at U of Pennsylvania to Assistant Professor at U of Houston
- Harlow, Benjamin C. (McNeese State College)  
Appointment: Instructor of English
- Henderson, Nancy (Arlington State College)  
Appointment: Instructor of English
- Herring, Eustace Evelyn (U of Houston)  
Appointment: Instructor of English
- Hervey, Robert J. (Abilene Christian College)  
Appointment: Instructor of English
- Hieble, Jacob (North Texas State College)  
Appointment: Associate Professor of German; formerly of the faculty
- Hitt, R. E. (Delta State)  
Appointment: Professor of English and head of the Languages and Literature Division from professor at Miss SC
- Hogan, Donald W. (U of Texas)  
Appointment: Instructor of Romance Languages
- Holland, Robert (Mississippi SC)  
Promotion: Professor of English
- Iglesias, Carmen (Tulane)  
Appointment: Assistant Professor of Spanish at U of Buffalo
- Johnson, Harvey L. (U of Texas)  
Appointment: Visiting Professor in the Department of Romance Languages, spring term
- Kelley, John (Texas Technological College)  
Appointment: Instructor of English
- Kroll, Daniel (State Teachers College, Edinboro, Pennsylvania)  
Resignation: Assistant Professor at Oklahoma State U  
Appointment: Associate Professor of English at State Teachers College
- Lacy, James M. (East Texas S C)  
Promotion: Associate Professor of English
- Lambert, Roy (Texas Tech)  
Appointment: Instructor of English
- Littlefield, Robert L. (Arlington State College)  
Promotion: Associate Professor of English
- Litzinger, Boyd (Texas Tech C)  
Promotion: Assistant Professor of English  
Leave of Absence: to head the English Department of Lander College
- Logue, Joseph (North Texas State C)  
Promotion: Professor of English
- Lomax, Elizabeth (North Texas State C)  
Promotion: Assistant Professor of English
- Lucke, Jessie (North Texas State C)  
Promotion: Associate Professor of English
- Lueders, Alma (Southwest Texas Teachers C)  
Retirement: From position as Associate Professor of English in June, 1957
- Mallory, Thomas O. (New Mexico Highlands U)  
Resignation: From position at Southwest Texas State Teachers College to accept a position in the New Mexico Highlands U
- McCalib, Daniel H. (Southwest Texas State Teachers College)  
Appointment: Instructor of English
- Milburn, D. J. (Oklahoma State U)  
Leave of Absence: Two years to teach English and supervise instruction of English in a junior college in Ethiopia
- Miller, Jon (Arkansas)  
Appointment: Instructor of English
- Moreman, Maxine (Texas Technological C)  
Appointment: Instructor of English
- Morgan, Lee (Centenary)  
Promotion: Associate Professor of English
- Moroney, Katherine (Central Oklahoma SC)  
Promotion: Associate Professor of English
- Murphy, John M. (Central State College of Oklahoma)  
Appointment: Member of English staff; also President of the Oklahoma English Association, an affiliate of the National Council of Teachers of English
- Neumann, Alfred R. (U of Houston)  
Appointment: Regional Associate of the American Council of Learned Societies for the southeastern section of Texas which includes Houston, Beaumont, Huntsville, and College Station.
- Odle, Zelma (Abilene Christian C)  
Leave of Absence: To work toward her doctorate at the U of Arkansas
- Osborn, Scott C. (Mississippi SC)

**See STATUS, Page 27**



**STATUS**

- Promotion: Associate Professor of English
- Previtali, Giovanni (U of Texas)  
Appointment: Assistant Professor of Romance Languages
- Ricks, Beatrice (Central Oklahoma SC)  
Promotion: Associate Professor of English
- Riddle, Elizabeth (Centenary)  
Appointment: Instructor of English
- Roberts, Dorothy F. (McNeese State College)  
Promotion: Associate Professor of English
- Rouse, Blair (Arkansas)  
Appointment: Associate Professor of English
- Rushing, James (Texas Technological C)  
Leave: To do graduate work in English at the U of Tennessee
- Rushing, Jane Gilmore  
Appointment: English staff at the U of Tennessee
- Sanders, Elizabeth (Texas Technological C)  
Appointment: Instructor of English
- Schaefer, Donna (Texas Technological C)  
Appointment: Instructor of English
- Schurfranz, Robert (U of Arkansas)  
Appointment: Instructor of French and Spanish
- Schwartz, Kessel (U of Arkansas)  
Appointment: Chairman of Department of Romance Languages and Division of Foreign Languages and Literature at U of Arkansas. He has also served as Director of Cultural Centers in Ecuador and Nicaragua.
- Shaw, Leroy R. (U of Texas)  
Leave of Absence: Research assignment abroad,—“George Kaiser and the Theatre of German Expressionism”
- Shirley, Hunter B. (McNeese State College)  
Appointment: Instructor of English
- Smith, Calvin (SMU)  
Promotion: Assistant Professor of English
- Smith, Walter C. (Southwest Texas STC)  
Leave of Absence: To do graduate work at Vanderbilt U
- Smyth, Philip (North Texas State College)
- Appointment: From Associate Professor of Spanish at High Point College to Professor of Spanish and Director of the Department of Foreign Languages at N.T.S.C.
- Thompson, William R. (Arlington State C)  
Appointment: Instructor of English
- Urtiaga, Alfonso (Louisiana State University)  
Appointment: Instructor of Spanish; formerly of the Instituto de Cultura Hispanica in Madrid
- Usrey, Malcolm (Abilene Christian C)  
Appointment: Instructor of English
- Van Riper, William R. (Oklahoma State U)  
Appointment: From Instructor of English at the U of Wisconsin to Assistant Professor at Oklahoma State U
- Van Scyoc, Lee (Arkansas)  
Appointment: Instructor of English
- Whaling, Ann (Arlington State College)  
Promotion: Assistant Professor of English
- Whitten, Mary Evelyn (North Texas State C)  
Appointment: Instructor of English
- Whitaker (Abilene Christian College)  
Appointment: Instructor of English
- Woods, Samuel H. (Oklahoma State U)  
Promotion: Assistant Professor of English
- Wright, L. N. (Arkansas Agricultural and Mechanical C)  
Appointment: English staff; formerly of Southwest Texas State Teachers C
- Wyatt, James L. (Louisiana State University)  
Resignation: Assistant Professor of Spanish and Director of the Division of Latin American Relations at L.S.U.  
Appointment: Head of Romance Languages at Arlington State College
- Young, Ione D. (Southwest Texas STC)  
Leave of Absence: Summer faculty of the University of Puerto Rico
- Young, T. D. (Delta State)  
Appointment: Dean of the College form Professor of English at Miss SC

*1958 English Titles*

Bogorad and Graham  
**ATLANTIC ESSAYS**

Sanderlin  
**COLLEGE READING**  
SECOND EDITION

Woolley, Scott, Bracher  
**COLLEGE HANDBOOK**  
**OF COMPOSITION**  
SIXTH EDITION

Sherbourne  
**TOWARD READING**  
**COMPREHENSION**

Korg and Anderson  
**WESTWARD TO**  
**OREGON**

(Selected Source Materials for  
Freshman Research Papers.)

*A Just-published  
German Title*

Homberger and Ebelke  
**FOUNDATION**  
**COURSE IN**  
**GERMAN**



713 Browder Street, Dallas 1

## NEWS NOTES

which **Sumner Ives** (Tulane) and **Priscilla Tyler** (Western Reserve) will conduct a session of three weeks on "The Use of Structural Linguistics in the Classroom."

\* \* \*

**Lee Morgan** and **John R. Willingham** (Centenary) are serving respectively as president and vice-president of the Centenary Chapter of the AAUP this year.

**John R. Willingham** is Chairman of the Humanities Division at Centenary this year.

**Edward Murray Clark** and **Lee Morgan** (Centenary) attended the MLA meeting at Madison in September.

## ENGLISH LITERATURE

**David Ruffin** (Southern Methodist University) spoke on the TV program, "College of the Air", KRLD-TV, about Greece during the Golden Age.

\* \* \*

**Thomas A. Kirby** (LSU) is Chairman of the Committee on Chaucer Bibliography and Research, MLA.

**Lavina McNeely** (La State Department of Ed) is the State Supervisor of English and Language Arts and past president of the Louisiana Council of Teachers of English. She has worked with other teachers in Louisiana to prepare a literary map of Louisiana.

**Thomas A. Kirby** (LSU) asks English teachers on sabbatical leave to write to him concerning their interest in fellowships during their period of study.

During the Summer English Conference held at LSU, June 26-28, 1957, **John Olive** and **Mrs. H. L. Unglesby**, of LSU, discussed the English Language Arts in the Secondary School.

\* \* \*

**Philip Marsh** (Texas Lutheran C) spent the Christmas holidays in Los Angeles. He carried on research in the Huntington Library.

\* \* \*

**Bro. Louis Schuster** (S.M., St. Mary's University, San Antonio, Texas) spent the summer of 1957 in Washington and did research in the Folger Library on a Folger Fellowship.

**Roger P. McCutcheon** (U of Texas) is the Southern Coordinator of the Woodrow Wilson National Fellowship Foundation.

\* \* \*

**Eltor Doering** (Northwestern S C

of La) did research towards his doctorate at Columbia during the summer of 1957. His dissertation is to be on Elizabethan and Jacobean players in the Provinces.

**Mary McEniry** (Northwestern S C of La) was at Columbia University for nine weeks, attending the summer session and the Writers Workshop. She also attended the Shakespeare Festival in Stratford, Connecticut.

\* \* \*

**Bro. Anthony Frederick, S.M.**, reports some eighty-five registrants for the Conference on the English Language Arts in the Secondary School directed by **Dr. Angela M. Broening** (NCTE) at St. Mary's University, June 10-14, 1957. He spoke on "Making Yesterday's Literature Live for Today's Students" at the NCTE convention in November.

**Arthur M. Sampley** has been re-elected Vice-President of the Poetry Society of Texas. He is Vice-President of North Texas State College.

**Martin S. Shockley** (North Texas State C) is the 1958 President of the Texas Conference of College Teachers of English. He has been elected President of the American Studies Association of Texas and re-elected President of the Poetry Society of Texas.

**Mary Patchell** (North Texas State C) spent the summer of 1957 traveling by car in England and France.

**E. S. Clifton** (North Texas State C) served as panel leader in a discussion of "Composition for the Unprepared Student" at the meeting of the Conference on College Composition and Communications in Chicago, March, 1957.

**George D. Hendricks** (North Texas State C) addressed the Texas Folklore Society at its annual meeting in Dallas on "Southpaws, Psychology, and Social Science." He is serving his third year as Councillor of the American Folklore Society. His research is now directed toward completing a Bibliography of the Life and Literature of the Southwest, toward which he has collected over 5,000 titles.

\* \* \*

**Eugene E. Slaughter** (Oklahoma Southeastern State College) has been made Chairman of the Committee on the Preparation and Certification of the Teacher of English (National Council of Teachers of English). He succeeds **Donald R. Tuttle**, of Fenn College, Cleveland, Ohio.

\* \* \*

**Arlington State College English**

teachers attending the meeting of the American Studies Association in Denton at North Texas State College, December 7, were **Ann Whaling**, **Clayton Eichelberger**, **Emory Estes**, and **Don Swadley**.

\* \* \*

**Erma Sue Doss** (Ark Poly College) received her doctorate at the January commencement of the University of Arkansas.

**Katherine Priddy** has returned to her position in the English department of Arkansas Polytechnic College after spending 1956-57 studying at Columbia University.

\* \* \*

**Selma L. Bishop** (McMurry C) attended the NCTE convention in Minneapolis. Being active in the field of instruction in creative writing for young English students, she has served as a participant in NCTE programs and is now teaching in the English department of McMurry College, a new member of the staff for 1957-58. She recently received her Ph.D. at the University of Colorado.

\* \* \*

**John M. Murphy** (Oklahoma Central State College) is the new President of the Oklahoma Council of Teachers of English. He attended the National Council of Teachers of English Convention in Minneapolis.

\* \* \*

**E. E. Stokes** (Texas A&M) read a paper, "Bernard Shaw and Economics", at the meeting of the Texas Academy of Science in Dallas in December, 1957.

**S. S. Morgan** (Texas A&M) attended the meeting of the National Council of Teachers of English in Minneapolis in December.

"For Dylan Thomas," a poem by **Charles Lee Hurley** (Texas A&M) was awarded a prize by the Poetry Society of Texas.

\* \* \*

**William C. Doster** (Ouachita Baptist College) was elected to the Executive Committee of the American Studies Association of the Lower Mississippi for 1957-58 at the annual meeting at Tulane.

\* \* \*

**C. A. Girard**, Head of the Department of Languages, McNeese State College, attended the meeting of the Southern Association of Colleges and Secondary Schools, in Richmond, Virginia, December 2-5, 1957.

\* \* \*

**Mildred Christian** (Sophie Newcomb, Tulane University) and **Fan-**

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## NEWS NOTES

**nie Ratchford** (University of Texas), engaged in Bronte research in England, were guests of the Bronte Council at a dinner in their honor on October 19, 1957, in Leeds. Sir Linston Andrews presided. Dr. Phyllis Bentley, novelist and Bronte specialist, and Dame Myra Curtis, recently retired Principal of Newham College, Cambridge, were among the members present. Dr. Christian holds an AAUW Fellowship; Dr. Ratchford, a Guggenheim.

\* \* \*

**Randall Stewart** (Vanderbilt University) lectured on "Religious Attitudes in American Literature" at the University of Wyoming in June, and, as Walker-Ames Professor, at the University of Washington on "Southern Literature, Past and Present" in July.

## FRENCH

Two of the public lectures at the Univ. of Texas were given on October 22, 1957 and December 19, 1957. Ian Forbes Fraser, Director of the American Libraries in France, discussed "Black Africa in Turmoil," and Henri Peyre, Sterling Professor at Yale University, lectured on "Albert Camus: Moraliste et Romancier."

**Jean D. Charron** (Texas) read a paper on "Pierre Charron and the Council of Trent in the South-West" at the Tenth University of Kentucky Conference on April 26, 1957.

\* \* \*

**Eve Mouton** (Northwestern La S C) did two weeks' duty as Lieutenant Commander with the Naval Reserve in Washington, D. C.

**Corinne Saucier** (retired from NLSC) read a paper, "Blasons Populaires de la Basse Louisiane," at the meeting of the Modern Language Association in Madison. She was also a member of the advisory and nominating committee of the Section on North-American French Language and Literature.

\* \* \*

Belatedly we learn that **Charles E. Haydon** (Arlington) received a grant from the French-American Cultural services and Educational Aid to enable him to participate in the 1957 summer seminar in France for American teachers of French. This project is sponsored by the U.S. Educational Commission for France.

\* \* \*

News has reached the *Bulletin* of the retirement of **Edmond de Jaive**

from the chairmanship of the Department of Romance Languages at Gulf Park College. Dr. de Jaive has occupied that post with great distinction since the foundation of the school. For six years Vice President of the American Association of Teachers of French, he founded eleven of its chapters in the South. He took part in the foundation of the French literary review *Le Bayou*, and has been honored with two French Government decorations: he is *Officier de l'Académie* and *Officier de l'Instruction Publique*. The vacancy left by Dr. de Jaive's retirement has been filled by the appointment of **Mrs. Edith Besnard**.

\* \* \*

Congratulations are in order to **Marian De Shazo** (North Texas State), who has been awarded the rank of Chevalier in the Order of Academic Palms. The honor was conferred by the former Consul General of France, Mr. Pierre Pelen, on behalf of the French Government.

\* \* \*

During the summer of 1957 George Humphrey (Tulane) travelled to England and France and did research on Gérard de Nerval in Paris at the Bibliotheque Nationale.

**Charles I. Silin** (Tulane) has been elected to membership on the Research and Bibliography Committee of MLA's French 8 (North-American French Language and Literature).

## GERMAN

**M. Sztollar-Gröwel**, Consul of the German Federal Republic at Houston, participating in the meeting of the Oklahoma Education Association, spoke on "Deutsche Liederefreunde" on October 23, at Norman. The following afternoon she presented a paper at the University on the German political situation. On the same afternoon Dr. Sztollar was guest of the Delta Phi Alpha honor society and appeared on two WNAD radio programs speaking on German poetry and participating in the "Conversational German" program. On October 25th she spoke in Oklahoma City at the annual meeting of the Oklahoma chapter of the AATG.

\* \* \*

**W. A. Willibrand** (U of Okla) is continuing his weekly television class in Conversational German over KETA, channel 13.

\* \* \*

**William G. Moulton** (Cornell U) and **Hermann Weigand** (Yale) have been visiting lecturers at the U. of Texas during the fall semester.

**A. Leslie Wilson** (U of Texas) presented a paper "Hölderlin: A Reconciliation of Antinomies" at the MLA meeting in Madison.

**Helmut Rehder** (U of Texas) presented a paper on "The German Essay in the 18th Century" before the Germanic Section of the MLA at the meeting at Madison in September. At the same MLA meeting he served as chairman of the Goethe Section, and is now serving as a member of the Nominating Committee of the MLA during 1957-58 and as secretary of the Germanic Section in 1958.

\* \* \*

**Alfred R. Neumann** (U of Houston) delivered the commencement address to the summer graduates of the Houston Public Schools on August 27th, 1957.

**Kurt George Kiesinger**, Chairman of the Foreign Relations Committee of the Bundestag and one of the leaders of the Council of Europe, addressed the students and faculty of the University of Houston during his visit to Houston in April, 1957. He and Dr. M. Sztollar-Gröwel were guests at a Presidential luncheon given in their honor.

**Alfred R. Neumann**, Assistant to the President and member of the Department of German at the U of Houston has been named Associate Editor of *The German Quarterly* for the area of television instruction and audio-visual aids.

**Erich H. Eichholz** (U of Okla) has been appointed one of three consultants to the Commission on Accreditation of Social Experiences of the American Council on Education in the field of German courses as offered by the United States Armed Forces Institute and the Marine Corps Institute. Prof. Eichholz has also been given a fourth award for plans and ideas about the structure and function of a Language Laboratory set forth in an essay submitted in the Educational Awards contest sponsored by Audio-Visual Devices, Inc.

\* \* \*

**Erich A. Albrecht** (Tulane) spoke on *Germany, East and West* to the B'nai B'rith Hillel Foundation in New Orleans and on *Higher Education in Germany and the United States* before Delta Zeta, Newcomb College Social sorority.

The German Department of Tulane University together with the Consulate General of the German Federal Republic sponsored a recitation by the well-known German actor and dramaturgist Paul Mederow.

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## NEWS NOTES

The evening was a success beyond all expectation, both in terms of an unexpectedly large audience and in the way of an unforgettable experience. Mr. Mederow's presentations from Lessing, Goethe, Schiller, Jean Paul, Thomas Mann, Morgentern, and others proved his great sensitive art and ability as well as the great beauty of the German language as a medium of artistic expression. Mr. Mederow will return to this region early next year. Colleagues who wish to invite him to give recitations at their institutions are asked to communicate with Erich Albrecht, Newcomb College.

## SPANISH

**Concha Zardoya** (Newcomb C) lectured at Harvard on "Gabriela Mistral: the Poet"; at Wellesley College on "La poesia de Gabriela Mistral"; at Douglass College, Rutgers University, on "La obra poética de Juan Ramón Jiménez" and at Yale on "Juan Ramón Jiménez, Premio Nobel 1956". In 1956-57, she taught courses in Spanish Poetry in the Graduate School at Yale.

In the MLA Meeting 1957 she presented the paper "Los silencios de Cervantes" before Spanish II.

**Carmen Iglesias** (Tulane) lectured on "Science in the works of Pio Baroja" before the Phi Kappa Chapter of Phi Sigma Iota, at Tulane, last December.

**John E. Englekirk** (Tulane) spent July and August of 1957 in Mexico and Central America on field work in the folktheater under a grant from Tulane's Middle American Research Institute. He attended the Eight International Congress of Ibero-American Literature held in San Juan, Puerto Rico, August 28-31, serving as a member of the Executive Council, a member of the Program Committee, and of the Committee on Resolutions. He also read a paper on "El teatro y el pueblo en el Caribe", and was elected to the editorial board of the *Revista iberoamericana* for 1957-1959. He attended the MLA meeting in Madison, Wisconsin, Sept. 9-11, where he read a paper on "Unamuno y el 'culto al dolor' portugués". He also attended the South Atlantic MLA meeting in Chattanooga, Nov. 28-30, where he served as chairman of the nominating committee for Spanish II, and where he addressed

the AATSP Breakfast meeting on the topic, "A última hora—En defensa del portugués".

\* \* \*

**Bernard Gicovate** attended the MLA meeting in Madison and delivered a paper on "Originalidad y estilo de Gonzalo de Berceo," in Spanish I. He is serving as Chairman, Committee on Bibliography and Research, Spanish IV.

**Eugene Sneary** (Tulane) has been elected Secretary of the Galvez chapter of AATSP.

\* \* \*

Spanish is now being taught in the Elementary Grades in Fayetteville, Arkansas. It is being taught under the direction of Kessel Schwartz of the Univ. of Arkansas, chairman of the Department of Romance Languages.

\* \* \*

Sigma Delta Pi has been reactivated on the campus of the Univ. of Arkansas. Several new members were initiated this year.

A Master's program has been instituted at the Univ. of Arkansas. Graduate assistantships are being offered.

\* \* \*

**A. Bruce Gaarder** (LSU) is chairman of the MLA sponsored National Foreign Language Audio-Visual Advisory Committee. He was elected president of the Louisiana Foreign Language Teachers Association for the biennium, 1957-1959.

**Walter Borenstein** (LSU) read a paper, "Pio Baroja and the Protagonists of his novels: the Dilemma of the hombre de acción," at the MLA meeting in Madison in September.

\* \* \*

**Roland Grass** (NSC) worked towards his doctorate in Spanish at Columbia University during the summer.

## STUDY-TOUR OF MEXICO

The Department of Foreign Languages at S. I. U. is offering its Fourth Biennial STUDY-TOUR TO MEXICO this summer. Students taking the course will register for Spanish and will be open to Spanish majors and minors, or others, who have advanced standing in Spanish.

## WORKSHOP CONFERENCES

### DISTRICT VIII

The English Workshop Conference of District VIII, was held at Henderson County Junior College, Athens, Texas, November 1, 1957. S-CMLA members participating were Margaret Lee Wiley (East Texas State College), who spoke on "Why the Writing of Exposition Is the Most Urgent Problem in the English Curriculum"; Cornelia Varner (Texas Women's University), who spoke on "Observations of Expository Writing"; Autrey Nell Wiley (Texas Woman's University), who spoke on "The Forward Look of the English Workshop Conference"; David Ruffin (Southern Methodist University), who spoke on "Methods and Devices Found in the English Classrooms for Teaching Exposition". T. J. Kallsen (Stephen F. Austin College) was in charge of publicity.

### ALAMO DISTRICT

The Alamo District Workshop Conference, October 12, 1957, San Antonio, Texas, was presided over by the General Chairman Oken J. Reamer (Trinity University). The guest speaker was Roger P. McCutcheon (University of Texas), his topic being "Some Reflections on Expository Writing". John Igo (San Antonio College) participated in a panel discussion of "Possible Solutions to Problems in Teaching Exposition". Philip M. Marsh (Texas Lutheran College), Chairman, and Thomas L. Brasher (South West Texas State Teachers College), Recorder, conducted the college section on expository writing. Other members participating were members of the Workshop Committee: Bro. Anthony Frederick (St. Mary's), L. E. Derrick, (South West Texas State Teachers College, J. H. Wilson (Trinity University), and LaNell Wilson, (San Antonio College).

\* \* \*

### DISTRICT V

District V English Workshop Conference, October 5, 1957, North Texas State College, Denton, Texas, was presided over by H. Howard Hughes (Texas Wesleyan College). Ouida Piner (Arlington State College) was section leader of the group discussing grade 12 and college English. Allred Hutchinson (Southwest Bible Institute and Junior College) was on the program presided over by Miss Piner. E. G. Ballard (North Texas State College) was Chairman of Pu-

See CONFERENCES, Page 31

## CONFERENCES

blicity. Gladys Maddocks (Texas Woman's University), Chairman of the Committee on Resolutions, was elected Secretary for 1958.

\* \* \*

### DISTRICT IV

At the English workshop Conference of District IV, November 2, 1957, Levelland, Texas, T. W. Camp (Texas Technological College) was Moderator and Roy Lambert (Texas Technological College) was participant in a panel on kinds of themes.

Bro. Louis A. Schuster, S.M., held a reading fellowship in the Folger-Shakespeare Library during the past summer; he was engaged in research on neo-Latin Renaissance drama. He is planning a book-length study of Nicolas Vernulaeus, including an introduction to his works and a translation of *Thomas Cantuariensis and Henricus Octavius*.

\* \* \*

### S-CMLA CEA

S-CMLA members participating in the program of the Conference of English Teachers held at Centenary College, December 7, are Edward M. Clark, who spoke on "How Shall We Present Needful Grammar?"; John R. Willingham, who discussed the judging and marking of themes; Jack Teagarden, who spoke on what to do with the theme when it is marked; Lee Morgan, who led discussion of "Do We Waste Time in Non-Essentials?" The conference was jointly sponsored by the Caddo Chapter of the NCTE and the English department of Centenary. Professor Clark, Head of the English department at Centenary, reports attendance of approximately 100.

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### College Writers' Society

The College Writers' Society of Louisiana will meet on the campus of Louisiana Polytechnic Institute, Saturday, March 22. President is Frances Fletcher (La. Tech.); vice-president, Edward Murray Clark (Centenary); secretary treasurer, Rudolph Fiehler (La. Tech.).

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### NCTE

At the annual convention of the National Council of Teachers of English, November 28-30, in Minneapolis, members of S-CMLA participated in the programs. Papers were presented by: Ralph B. Long (Univ. of Texas), "Is There a Place for Traditional Grammar?"; Bro. Anthony Frederick (St. Mary's

Univ.), "Getting Johnny to Write: From Beowulf to Auden"; Floy Perkinson Gates (Southwestern SC), "Books and Creative Writing"; Elsie David (Thomas A. Edison HS, Tulsa), "Books: Our Creative Writing Projects"; Cecil B. Williams (Okla. S Univ.), "The Introductory College Creative Writing Course"; Matthew Rosa (Univ. of Houston), "The University of Houston Experience"; Autrey Nell Wiley (Texas Woman's Univ.), "What Affiliates Can Do"; Mildred C. Robichaux (Istrouma HS, Baton Rouge), "The Core Program: A Boon to the Gifted Child"; Dorothy Knappenberger (Supervisor of Language Arts, Tulsa Public Schools), "Developing Continuity in the Language Arts Program"; John Marshburn (Univ. of Okla.), "Mastery of the Paragraph Technique and the Problem of Composition in Secondary Schools"; Randall Stewart (Vanderbilt Univ.), "The Content of the English Major".

Sallie Marvin Gruwell (Central HS, Tulsa) presented the invitation from Oklahoma to NCTE to hold a convention in Oklahoma City in the future.

S-CMLA members who served as discussants are Sallie M. Gruwell, (Okla. CHS); Blanche Trezevant, (Tulsa, Okla.); Vivian T. Hegwood, (Horace Mann HS, Little Rock, Ark.); Ralph C. Staiger (Miss. Southern Coll.).

Lloyd Douglas (Okla. S Univ.) was chairman of the program on "Improving Our Professional World"; Corine Humphries (Woodrow Wilson HS, Dallas) was chairman of the program on "Teaching the Gifted Child, the Superior Student"; Lavinia McNeely (Supervisor of English and Language Arts, State Department of Education, Baton Rouge, La.) was chairman of a program on "Building a Language Arts Curriculum".

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### LCTE

Northwestern State College, Natchitoches, Louisiana, was host to the annual meeting of the Louisiana Council of Teachers of English on October 5, 1957. S-CMLA members participating were Joan Chaffe Miller (LSU), opening the program with "The Necessity for Over-all Planning in the Language Arts Program," and moderating the concluding panel; Mary McEniry (Northwestern S C), leader of the discussion of functional grammar; Frank T. Meriwether (Southwestern La. Inst.), leader of the discussion of bridging the gap; H. J. Sachs (La. Poly. Inst.) with Marie Fletcher

(Francis T. Nichols), leaders of the discussion of the integrated unit; Cresap W. Watson (LSU) leader of the discussion of the gifted student.

## PUBLICATIONS

This is a new column we are inaugurating with this issue. News of publications, which formerly appeared in "News Notes" in varying degrees of completeness, and often before publication, will in the future appear in this column as a bibliographical item: author, title, name of journal, volume, date, publisher, pages, etc. Some items submitted have been left out of the column this issue because they were incomplete, for example, author, title, journal, and often not the latter, given and nothing more. Please give all information possible when submitting your news items of publications to your associate editor.

### ENGLISH AND AMERICAN LITERATURE

Adams, Richard P. (Tulane), "Pure Poetry: Emily Dickinson," *Tulane Studies in English*, 1957, Vol. VII.

Becker, Allen W. (U of Texas), "Ellen Glasgow's Social History," *Texas Studies in English* (1957), 12-18.

Belcher, William F. (North Texas S C), "The Sale and Distribution of the British Apollo," *Studies in the Early English Periodical*, ed. Richmond P. Bond, (Chapel Hill: U of North Carolina Press, 1957).

Berkeley, Davis S. (Oklahoma State University), "On the Late Masacre in Piedmont," *Explicator*, (June 1957).

Berumen, Alfredo (L S U), "Un traductor de Quevedo," *Abside* (August 1957), Mexico XXI, 3.

Borenstein, Walter (L S U), "Barroja's Unfavorable Stereotype of the Latin American," *Symposium*, (Spring 1957), Vol. XI, No. 1, 46-60.

Byrd, James W. (East Texas S C), "Edna Ferber's Giant," *Tennessee Folklore Society Bulletin*, (September, 1957).

—"Giant: The Novel in Paper Back," *Texas Observer*, (February 5, 1957).

—"Jesse Stuart's *The Year of My Rebirth*," *Peabody Reflector*, (March-April 1957).

—"Lettie H. Rogers's *Birthright*," *Phylon Quarterly*, (Third Quarter, 1957).

—"The New Small Talk," *Inside the ACD*, (March 1957).

### CONTINUED NEXT ISSUE

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